

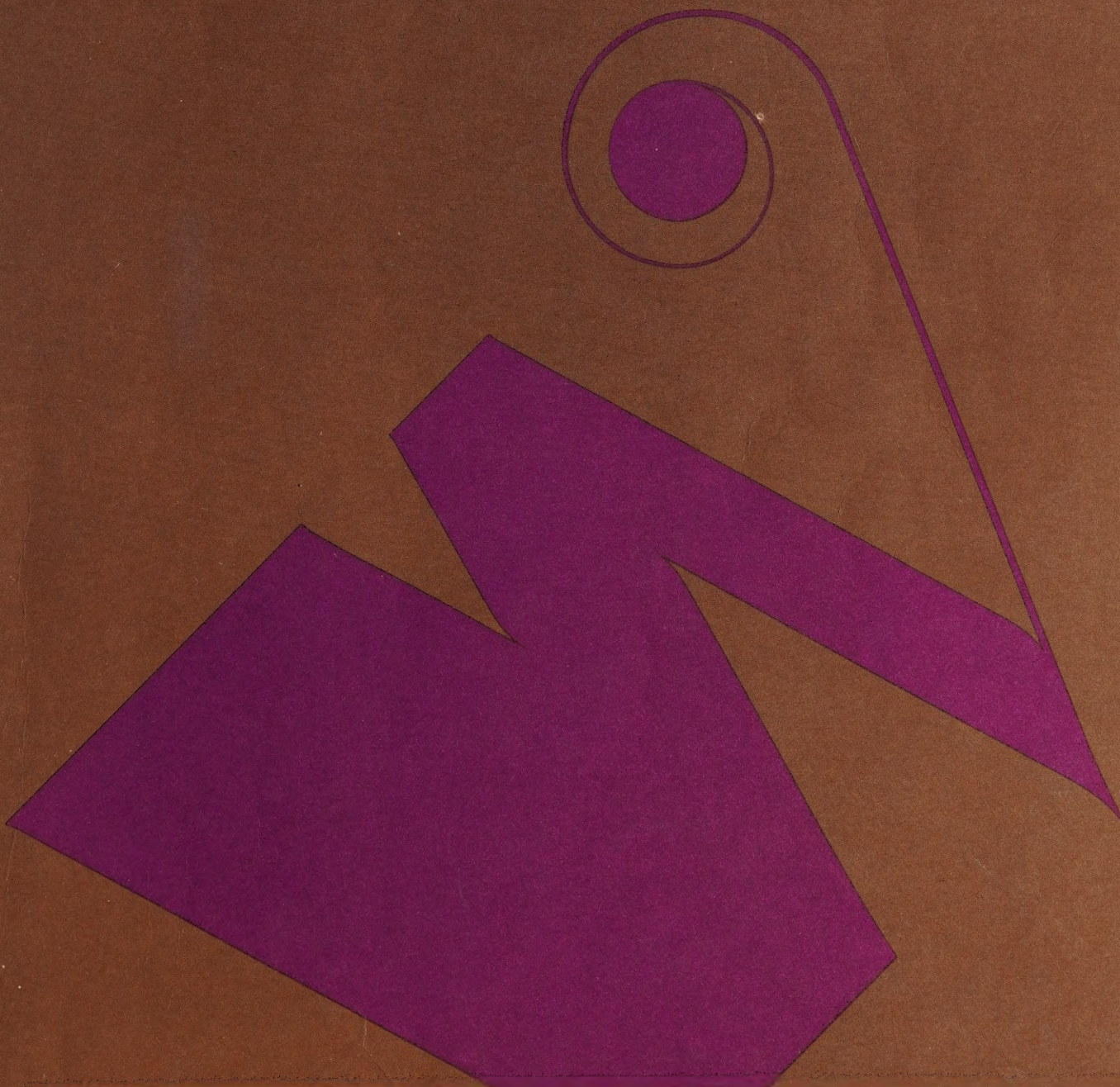
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Women and Ontario Universities

A report to the Ministry of
Colleges and Universities

Government
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WOMEN AND ONTARIO UNIVERSITIES

October, 1975

A REPORT TO THE
MINISTRY OF COLLEGES AND UNIVERSITIES

Project Staff

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FOREWORD

The attached Report was prepared for the Ministry by an independent consultant, Gail McIntyre.

I hope that the Report will be of assistance to the universities of this Province in furthering their individual efforts to ensure equal opportunities for women.

The Ministry would appreciate receiving any comments concerning the Report. Please direct these to:

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INTRODUCTION

This study of the status of women in Ontario universities was begun in March, 1975, at the direction of the Ministry of Colleges and Universities. The terms of reference were the following: (i) to investigate the current status of women in Ontario universities, (ii) to identify issues of concern to women students, faculty and support staff, and (iii) to recommend an action plan to eliminate inequalities between women and men.

The procedures adopted for gathering information for the study included telephone interviews with designated liaison persons and others at each university, formal meetings with students, faculty, staff and administrators at a selected sample of six universities and a review of documents prepared by status of women committees on individual campuses.

The statistical data on faculty and students was acquired from Statistics Canada. Faculty data is for the year 1974/75 while the most recent student data available is for 1973/74. No data was available on support staff.

This study is designed to provide an overview of women's status in Ontario universities on which to base a recommended action plan. The report consists of four chapters. Students, faculty and support staff are discussed separately and recommendations pertaining to all groups are found together in the last chapter.

During the course of the study we found a great deal of activity and concern on some campuses and a more casual attitude at others. In general, we found that while women's situation varies in small ways from one institution to another, real differences among the universities centre on the commitment to change and on the structures devised to bring change about. On almost all campuses there is some kind of activity geared toward improving the status of women, ranging from the planning of studies to the rewriting of policy. It must be noted, however, that on many campuses women were discouraged by slow progress and at no university were women entirely satisfied that the best efforts were being made on their behalf.

It is beyond the scope of this study to detail the various activities and programs now under way at individual institutions. At the same time, it is important to look at how each institution is responding to status of women issues. For this reason we have appended a brief institutional inventory of status of women information supplied to the study.

CHAPTER I

STUDENTS

Two out of five undergraduate students are women. One in four graduate students is a woman. For every discipline dominated by women, three are dominated by men. In short, fewer women than men are entering university, fewer still are continuing on to graduate school and at both levels women are found in a limited number of what might be considered 'traditional fields'. The most recent information available suggests that the percentage of women studying at all levels is on the rise, and in some disciplines, significantly. But, in general terms, the enrolment profile parallels the overall pattern of women's participation in the work force. "Women are dramatically entering the world of paid work" says one report. "This change, however, has been quantitative only. Women are still crowded into the few low-paying occupations they have traditionally held."¹

¹Fact Sheet, Working Women in Ontario, Women's Bureau, Department of Labour, 1973.

In Part I of this Chapter, Profile of Women Students in Ontario Universities, we review the representation of women students at the undergraduate and graduate levels and the enrolment patterns of men and women throughout the fields of study.

In Part II, Areas of Concern, we review the issues raised in the statistical profile, in Status of Women studies published to date by the universities and concerns expressed by university officials, faculty and students.

Part I - Profile of Women Students in Ontario Universities¹

Representation - a) Full-Time Students

Table 1

Women as a Percentage of Full-time Students at Each Level of Study
in Ontario Universities, 1970-1973

Year	Undergraduate %F	Masters %F	Doctorate %F	Graduate - both levels combined %F
1970/71	36	24	16	21
1971/72	38	25	18	22
1972/73	38	24	19	23
1973/74	40	27	22	25

"Women drop out at all stages of higher education from grade 13 to the Ph.D. and very little has been done to find out why. Until the reasons are understood more thoroughly, a lot of the work we are trying to do will have large gaps in it."

Chairperson, Status of Women Task Force

The table above shows the representation of women students at each level of study from 1970 to 1973. Several trends may be observed. The percentage of women at both graduate and undergraduate levels has continued to grow. It can also be seen that the higher the level of study, the lower the participation rate of women but the faster the rate of growth. The increase in women's participation at the graduate level in the 1970's is significant as it follows several decades during which female presence actually decreased. (Table A21). It seems remarkable that women only now are beginning to participate at this

¹ Numbers include only students enrolled in degree programs

level to the same extent as they did in the 1930's.¹

As Table 1 illustrates, women are a minority of undergraduate students. We could not determine whether more women than men drop out at the high school level, that is, do not complete grade 13. Since no statistics are available on the numbers of male and female high school graduates in Ontario, we cannot compare the percentages of men and women who complete grade 13 with the percentages who enrol in first year university. Data from the Ontario Universities Application Centre indicates, however, that fewer women than men apply for entrance to universities, but in most instances women are accepted at a rate equal to or higher than their rate of application. Overall, 41% of all applications received for 1973/74 were from women and 43% of the students who subsequently registered were women. (Appendix A, Table 1). These figures indicate that women have no difficulty gaining admission to university. Once admitted, however, they rarely progress beyond the undergraduate level.

At the graduate level, there is no information available on applications and admissions although several of the Status of Women committees (York, Guelph, Queen's) concluded that, as is the case with undergraduates, female graduate students are accepted at a rate comparable to the acceptance rate of male students. Further research in this area is indicated.

b) Part-Time Students

Table 2

Women as a Percentage of Part-time Undergraduate and Graduate
Enrolment in Degree Programs in Ontario Universities

<u>Year</u>	<u>Undergraduate</u>	<u>Graduate</u>
1970/71	48	22
1971/72	54	21
1972/73	56	21
1973/74	58	22

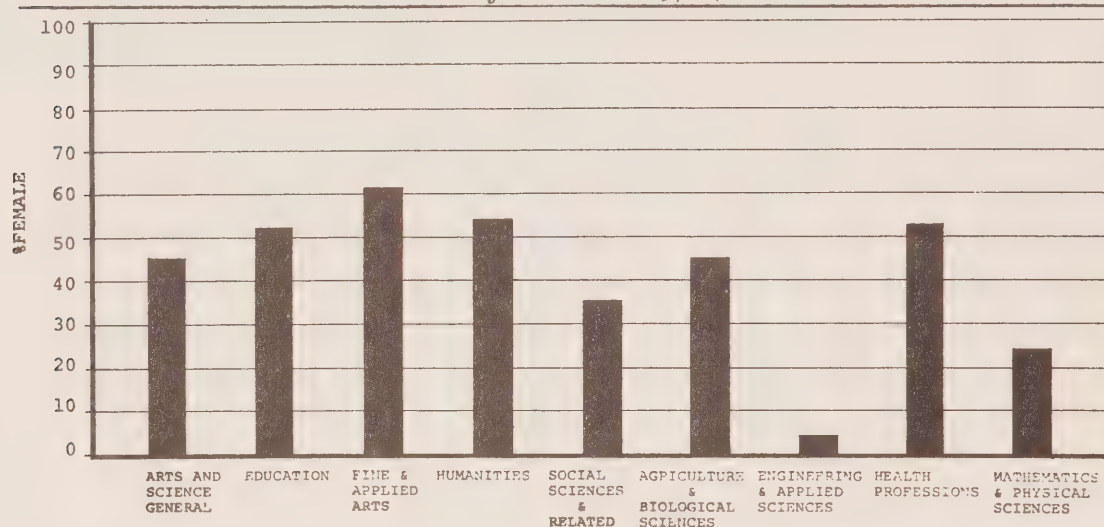
Source: U.S.I.S. Statistics Canada Tabulations

¹In 1931, women earned 26% of the masters degrees and 25% of the Ph.D. degrees.

In 1970 the Royal Commission on the Status of Women noted a growth in women's interest in part-time programs particularly at the undergraduate level.¹ This trend continues as women form a rapidly increasing proportion of undergraduate part-time enrolment. One out of every three women undergraduates studies part-time as compared with one in five men. At the graduate level, more students are choosing to study part-time,² but as shown in Table 2, the ratio of men to women remains constant.

Fields of Study - a) Full-Time Students

Bar Graph I - Percentage Representation of Full-time Undergraduate Students by Sex - 1973/74*



* Includes Ryerson (degree courses only). Source: U.S.I.S. Statistics Canada Tabulations 1973-74

"At this university, there are almost no women in mathematics beyond 3rd year. Some of the teaching staff have a terrible attitude--'we teach, we're not responsible for who learns'."

Assistant Professor

"In the mathematics department, women are the butt of jokes."

3rd year student

Women students are well represented in all but three fields of study:

¹Royal Commission on the Status of Women, 1970, p. 169.

²Canadian Association of Graduate Schools - Statistical Report, 1973/74.

Social Sciences, Engineering & Applied Sciences, and Mathematics & the Physical Sciences. A breakdown of the student population within each field gives a more accurate picture of women's participation. When reference is made to Tables 4 to 11 in Appendix A, the following observations can be made:

1. Women are well represented in all Education programs, the percentage of women ranging from 50% in Physical and Health Education to 95% in Early Childhood Education.
2. Women comprise a majority in all Fine Arts fields.
3. Women are well represented in all Humanities fields with the exception of History and Philosophy.
4. In the Social Sciences, the low enrolment ratio of women to men can be attributed to large male-dominated programs of study in this field; e.g., Commerce, Management & Business Administration, Economics, Law and Political Science. Women in this field tend to enrol in such programs as Sociology, Psychology and Social Work.
5. While women comprise 45% of the Agriculture and Biological Science field, this percentage declines to 29% when Household Science students are removed from the population in this field.
6. While women comprise 53% of the enrolment in the Health Professions, this percentage declines to 25% when students in Nursing and Rehabilitation Medicine are removed from the population in this field.
7. The percentage of women in the Engineering & Applied Sciences field ranges from 2% in Engineering to 20% in Landscape Architecture.
8. In Mathematics & Physical Sciences, women comprise less than one third of the enrolment in all programs.

In summary, while women comprise 40% of the undergraduate enrolment, this percentage does not reflect women's participation in the majority of the universities' courses and programs. Chart I indicates those programs

which are female-dominated (i.e. more than 70% female), male-dominated (i.e. more than 70% male) and mixed (i.e. where neither sex noticeably dominates). As can be seen, women have not yet made any substantial inroads into traditionally male business, science and professional programs.

There is, however, some indication that this pattern may be changing. Ontario universities report rising female enrolments in business and the professions. An interesting example is female enrolment in law and medicine. Tables 3 and 4 show a relatively high percentage of women entering these fields in recent years.

Table 3
Female Enrolment in Ontario Law Schools

<u>Law Schools</u>	<u>%F/Law School Enrolment</u>		<u>%F/First Year Enrolment</u>	
	<u>1972/73</u>	<u>1973/74</u>	<u>1974/75</u>	<u>1975/76</u>
Ottawa	17	16	21	29
Queen's	14	18	33	33+
Toronto	17	21	23	33
Western	13	18	23	26
Windsor	10	10	18	22
Osgoode	15	15	31	25
Total	15	17	--	--

Source: U.S.I.S. Statistics Canada Tabulations 1972/73, 1973/74
Ontario Law School Admissions Offices

Table 4
Female Enrolment in Ontario Medical Schools

<u>Medical Schools</u>	<u>%F/Medical School Enrolment</u>		<u>%F/First Year Enrolment</u>	
	<u>1972/73</u>	<u>1973/74</u>	<u>1974/75</u>	<u>1975/76</u>
McMaster	26	29	34	53
Ottawa	21	24	30	32
Queen's	19	21	24	33
Toronto	19	19	26	26
Western	17	20	27	24
Total	20%	21%	--	--

Source: U.S.I.S. Statistics Canada Tabulations 1972/73, 1973/74
Ontario Medical Admissions Offices

Chart 1Fields of Study: Undergraduate Students

A. <u>Female-dominated</u> (70%- 100% female)	B. <u>Male-dominated</u> (70% - 100% male)
Early Childhood & Nursery Ed. Music Education Art History Interior Design Translation & Interpretation Social Work Linguistics Household Science Nursing Rehabilitation Medicine Social Work	Philosophy Commerce, Management & Business Administration Institutional Administration Economics Geography Law Man/Environment Studies Political Science Agriculture Biochemistry Biology Biophysics Botany Veterinary Medicine Zoology Architecture Engineering Engineering Science Forestry Landscape Architecture Dentistry Basic Sciences Medicine Medicine Paraclinical Sciences Medicine Optometry Actuarial Sciences Applied Mathematics Mathematical Statistics Mathematics Chemistry Geology Metallurgy, Materials Science Physics
C. <u>Mixed Fields</u> (30% - 69% Female)	
Elementary Education Physical, Health & Recreation Ed. Secondary Education History Classics Fine Art Modern Languages & Literature Mass Media Religion & Theology Anthropology Archeology Area Studies Psychology Sociology Drama, Theatre Music Painting Pharmacy Art Applied to Medicine	

Source: Tables 4-10, Appendix A.

b) Part-Time Students

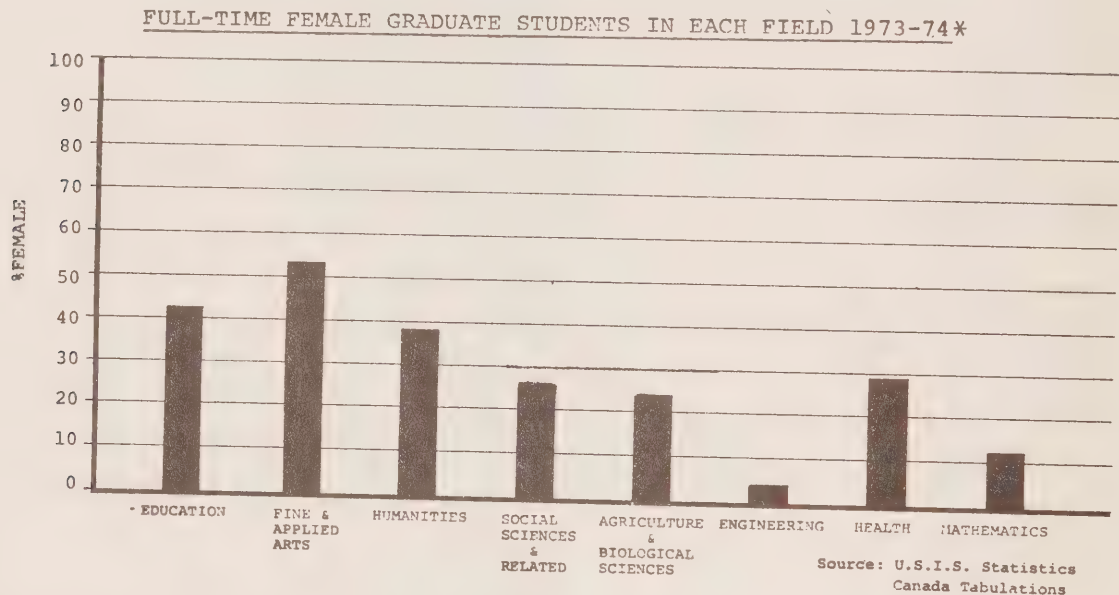
"Part-time students are going to need re-entry programs, otherwise returning students will only be able to take arts; even the social sciences are becoming too complex."

Assistant Professor

At the undergraduate level, female part-time students show a similar enrolment pattern to male part-time students. The great majority of both sexes are found in Faculties of Arts & Science and it appears that most enrol in Social Sciences, followed by Humanities. Very few students, men or women, study science on a part-time basis. (Appendix A, Table 3).

c) Graduate Students

Bar Graph II



* Appendix A, Table 12.

"Male students are encouraged to enter graduate school. The professors take a special interest in their work. Women students are left on their own."

4th year History major

Although their participation is markedly lower than at the undergraduate level, women are best represented in graduate studies in the fields of Education, Humanities and Fine Art, the latter being the only field where women

Chart 2

Fields of Study: Graduate Students

<u>Female Dominated</u> <u>(70% F +)</u>	<u>Majority F</u> <u>(50-69%)</u>	<u>Male Dominated</u> <u>(70% M +)</u>	<u>Majority M</u> <u>(50-69%)</u>
Art History	Curriculum Specialization	Educational Administration	Physical Education
Library & Records	Special Education	Educational Planning	Educational Sociology
Science	Religious Education	History & Philosophy of Education	Educational Testing & Measurement
Household Science	Educational Psychology	History	Adult Continuing Education
Nursing	Guidance	Philosophy	Anthropology
	Linguistics	Religion & Theology	Area Studies
	Social Work	Commerce Management & Admin.	Health Administration
	Music	Economics	Other Institutional Administration
	Modern Languages & Literature	Geography	Psychology
	Translation & Interpretation	Law	Sociology
		Man/Environment Studies	Paraclinical Sciences Medicine
		Political Science	Public Health
		Agriculture	Drama, Theatre
		Biology	Classics
		Biophysics	Biochemistry
		Botany	Mathematical Statistics
		Veterinary Medicine	
		Zoology	
		Architecture	
		Engineering	
		Engineering Science	
		Forestry	
		Dentistry	
		Medicine	
		Basic Sciences Medicine	
		Optometry	
		Pharmacy	
		Applied Mathematics	
		Mathematics	
		Chemistry	
		Geology	
		Metallurgy	
		Physics	

are in the majority. Women comprise only one quarter of the enrolment in the social sciences, and in the science-related fields they represent a distinct minority. The very low percentage of women in the sciences may be explained, in part, by the fact that female-dominated undergraduate programs such as nursing and household sciences offer little opportunity for advanced study.

Summary

1. Women form an increasing percentage of the undergraduate enrolment in Ontario Universities.
2. At the graduate level, the participation of women declines sharply, although there has been a relatively large increase in female participation since 1970.
3. The percentage of women studying part-time at the undergraduate level has increased rapidly in recent years.
4. Women are well represented in Arts and Education but are a distinct minority in business and professional programs. Women are under-represented in the science fields, with female-dominated programs such as nursing and household science accounting for much of their enrolment.

Part II - Areas of Concern

The two concerns frequently emphasized by women students and faculty throughout the course of this study were the limited number of women who pursue graduate studies and the domination of particular fields by either sex.

The barriers to greater participation for women students are both attitudinal and structural. It is widely felt that through positive recruitment, counselling and women's studies programs, women students' attitudes towards their career possibilities might be broadened. Beyond this, a number of technical requirements and the failure to provide the key service of child care, handicap women in pursuit of higher education.

Recruitment

"A positive admissions policy does not mean a lowering of standards to recruit more women into a program. It does mean a careful scrutiny of procedures and policies to ensure awareness on the part of women students that every program is, in fact, open to them; that women participate in every program and opportunities for interesting careers are available on graduation."¹

The fact that few women enrol in many of the courses and programs offered by the universities suggests that women may not be aware of the full range of opportunities available to them.

At the pre-university level, in the high schools and in the community at large, not enough is done to encourage prospective women students to explore "non-traditional" options when considering their future studies at university. Because there are few women students and faculty in so many fields, it is important to ensure that women are aware that all programs are open to them and that in all fields, opportunities exist for women.

The universities, through outreach recruitment activities, could assume a leadership role in this regard. One example of a positive approach to this issue is provided by McMaster University. There, two women were appointed as high school liaison officers with special responsibilities in the sciences where there are few role models for women. McMaster notes that female enrolment in Engineering subsequently increased.

The need for recruitment policies oriented toward women is apparent again at the graduate level. Graduate schools could note the example of Queen's University's School of Business which in 1973 began to contact--at Queen's and elsewhere--students who qualified for entry into the Master of Business Administration (MBA) program. Women students who were contacted received additional information concerning career opportunities. Female enrolment increased dramatically in the first year and has been rising steadily ever since.

¹Report of the Principal's Committee on the Status of Women at Queen's University, 1973, p. 8.

Counselling

"I could spend all of my time just counselling women students. It's incredible the ambivalence and confusion many women feel about educational and career choices."

Assistant Professor

Many students enter university without specific academic and career objectives. It cannot be emphasized too strongly that counselling, formal and informal, can play an important role in directing both sexes but particularly women, into courses and programs best suited to their abilities. Counsellors sensitive to the pressures which bear on women to pursue typically female courses of study can assist these students in exploring the full range of options open to them.

Even after the academic choices are made, counselling can often provide the support that women students may need to persevere in their studies. Women undergraduates interviewed during the study, stressed again and again that male students are encouraged to a far greater extent than female students to enter graduate school. One fourth-year history major commented:

"In the history department, the (male) professors treat men students like their protégés. They take a special interest in their work. Men are encouraged to enter graduate school. If you're a woman, it's just assumed that you're not serious."

At the graduate level also, women students noted a lack of encouragement and support. A graduate student wrote:

"The 'old-boy' model of graduate education lays great emphasis on the camaraderie of males in pursuit of knowledge. The selective access to helpful information provided by apprenticeship and friendship may deny women training options as advisors spend qualitatively and quantitatively less time with female students."

No data on degrees granted was available to this study but there are indications that at the graduate level the attrition rate is higher among women than men. Lack of encouragement was cited by women interviewed as a contributing factor.

Women's Studies

"Apart from its intrinsic academic value, a good women's studies program can give women confidence to break away from traditional roles."

Law Student

The value of women's studies programs is widely recognized.¹ Such programs compensate in part for the past inadequacies of academic curricula oriented toward the male experience.

Understanding women's historical role in society and appreciating the significant contributions of women in diverse fields are important first steps in finding ways to initiate change. Within a good women's studies program, students can gain, from the educational institution and from each other, the support and confidence they may need to question women's traditional roles. Ultimately, support for women's studies courses will generate research in this important area and will influence the development of a curriculum throughout the university that is more responsive to the experience of women.

While most universities report one or more courses, little systematic long-range planning has been done in the area of women's studies.

Structural Obstacles to Graduate Education

a) Three Degree Regulations

Regulations prohibiting students from completing three degrees at one institution were reported to be a serious impediment to graduate study for women students who may not be as mobile as men students.

¹Report of the Principal's Committee on the Status of Women at Queen's University, February, 1973.

Task Force on the Status of Women at York University: Report to Senate, February, 1975.

Report of the President's Advisory Committee on the Status of Women at The University of Western Ontario, 1975.

b) Part-time Graduate Study

In many departments of the universities part-time graduate study is not permitted, a regulation viewed by most as unnecessarily restrictive and a structural barrier to fuller participation for women. More women might be in a position to continue their education if a part-time option were available.

Part-time Study

"We have to look for ways to re-organize in order to meet the needs of part-time students. At present, we treat these students like second class citizens. We are not thinking creatively on this topic."

Assistant Professor

"I think the question of the accessibility of part-time education is part of a larger problem which is evident in most areas of Canadian society, namely that there is an implicit lifestyle assumed to be appropriate for everybody, and it's a male lifestyle. In education there is an assumption that if you're part-time you're not serious."

Assistant Professor

Many women enter university in order to upgrade their qualifications after several years absence from formal education. They frequently claim that part-time study is the only option available to them because family and/or job responsibilities preclude a full-time commitment. It is particularly important to accommodate the increasing numbers of women who find it possible to return to study on a part-time basis.

Part-time students encounter problems in several areas. Some report that facilities available to full-time students such as counselling services, libraries and book stores are often closed in the evenings when part-time students are on campus. Others, faculty and students alike, express the concern that part-time students are treated as "second class citizens" and are not taken as seriously as full-time students. There are suggestions that a full integration of the part-time and full-time programs would help

alleviate this problem. At some universities the integration of the two programs is already in effect.

There is a need for re-entry programs in certain fields. Students returning to school after years away, for example, often find they are not qualified to enter science programs without some transitional courses.

Students also report that studying science part-time is often difficult because they cannot adjust their timetables to meet lab requirements. Many faculty and students believe that self-instructional packages to allow students to complete experiments on their own time would help solve scheduling problems.

In many universities funding is a problem. As one faculty member pointed out:

"The university was penalized in the past for taking part-time students. Funding for part-time students is now equal to full-time but does not accurately reflect the cost. Five part-time students taking one course each cost more than one full-time student taking five courses."

Assistant Professor

Funding was often cited as an obstacle to improving the part-time programs.

Child Care

Child Care is an issue of critical importance to women students, particularly to those entering university as mature students and those at the graduate level. For many students the critical academic years are likely to be the years during which family responsibilities are heaviest. Since the responsibility for the care of children continues to fall more upon women than men, it is difficult for women to participate equally with men in higher education without provision for child care.

Many universities surveyed had some form of child care but in almost all of them the facilities were not adequate for the needs of the university population. A notable exception was The University of Western Ontario, where the Status of Women Committee praised the quality of day care facilities.

Financial Aid

a) Undergraduate

The most frequent complaint about the Ontario Student Awards Program (OSAP) concerned the assessment of student resources. OSAP sets minimum amounts which men and women are expected to earn from summer employment. Although the minimum amount for women is currently \$100 lower than that for men, women students still feel disadvantaged because of their lower earning power. Many students and university officials state that it is usual for men to earn more than the minimum and women to earn the minimum or less. An appeal for an additional loan is possible, but women students, because of their anticipated lower earning power after graduation as well as during the summer months, are reluctant to incur further debt.

b) Graduate

OGF-OGS

The Ontario Graduate Fellowship program was originally introduced by the provincial government to increase the number of university staff available to teach in the humanities and social sciences. A limited number of awards in sciences and mathematics were later introduced.

This program was replaced in 1974/75 by the Ontario Graduate Scholarship program which emphasizes academic achievement. Each year 1,000 scholarships are offered, 850 of which are portable, 150 of which are offered by individual institutions (i.e., 10 from each of the 15 universities). The scholarship awards \$800 per term, plus tuition fees. Tables 22 and 23 in Appendix A show application and success rates for men and women for the Ontario Graduate Fellowship (1972/73, 1973/74) and the Ontario Graduate Scholarship (1974/75). For all years, women students have a slightly higher success rate than men.

Little information is available concerning other aspects of graduate funding. Two studies conducted by the graduate students' union at the University of Toronto found that proportionately fewer women than

men are hired as graduate assistants. Similarly, proportionately fewer women than men receive grants.

In general, women students indicated the need for wider advertising of teaching and research assistantships to ensure that men and women have the same opportunity to apply.

CHAPTER II

FACULTY

"Can those responsible for hiring new members of faculty look at the figures and argue that....the situation will more or less correct itself as qualified women become available?"¹

One out of eight faculty members in Ontario Universities is a woman. The ratio of men to women teachers is approximately the same today as it was in the 1930's. Women faculty are clustered in the lower academic ranks; without exception, the higher their rank the lower their representation. Despite current concern about women's status, the salary gap between men and women faculty is widening. While the largest groups of women teachers are in Humanities and Social Sciences, women are a distinct minority in these and all other fields.

¹Report of the President's Advisory Committee on the Status of Women at the University of Western Ontario, 1975. p. 11.

In the first part of this chapter, Profile of Women Faculty, we review the representation of women throughout the teaching fields, the distribution of men and women throughout the academic ranks and the salaries paid men and women faculty.¹

In Part II, Areas of Concern, information obtained through existing status of women reports and discussions with women faculty is incorporated into an outline of issues of concern to women faculty.

Part I - Profile of Women Faculty

Representation

"The most startling observation when comparing the distribution of male and female faculty members is the great lack of female faculty members."²

The representation of women faculty in Ontario universities has remained extremely low. Statistics Canada figures show that although the number of women faculty has increased, the percentage of women on faculty has remained about the same since the 1930's.³ In 1974/75, women comprised barely 12% of the full-time teaching staff in Ontario universities, ranging from a high of 16% in one institution to a low of 7% in two others. (See Table 5).

¹Data is from the Statistics Canada Faculty Salary Analysis System. It should be noted that in order to achieve the system's objective of producing data which is as comparable as possible, certain faculty members--e.g., medical, dental and administrative staff--have been excluded. All frequencies have been 'randomly rounded' to a multiple of 3. Because of the random rounding techniques, totals given do not necessarily correspond to the column totals.

²Report of the President's Advisory Committee on Status of Women, University of Waterloo, 1973.

³Women comprised 13% of the full-time teaching staff in 1931, 15% in 1936, 12% in 1941 and 10% in 1951.

Table 5

Full-time Female Faculty in Each Provincially-Assisted
Ontario University, 1974-75¹

<u>University</u>	<u>No. of Female Faculty</u>	<u>% Female Faculty</u>	<u>Total No. of Faculty</u> ²
Brock	21	10	207
Carleton	63	10	606
Guelph	66	9	696
Lakehead	27	12	228
Laurentian	42	13	321
McMaster	81	10	777
Ottawa	132	14	924
Queen's	54	7	822
U. of T.	345	14	2,445
Trent	18	11	171
Waterloo	51	7	765
Western Ontario	171	13	1,308
Wilfrid Laurier	18	11	171
Windsor	63	13	501
York	147	16	945
Total	1,299	12	10,887

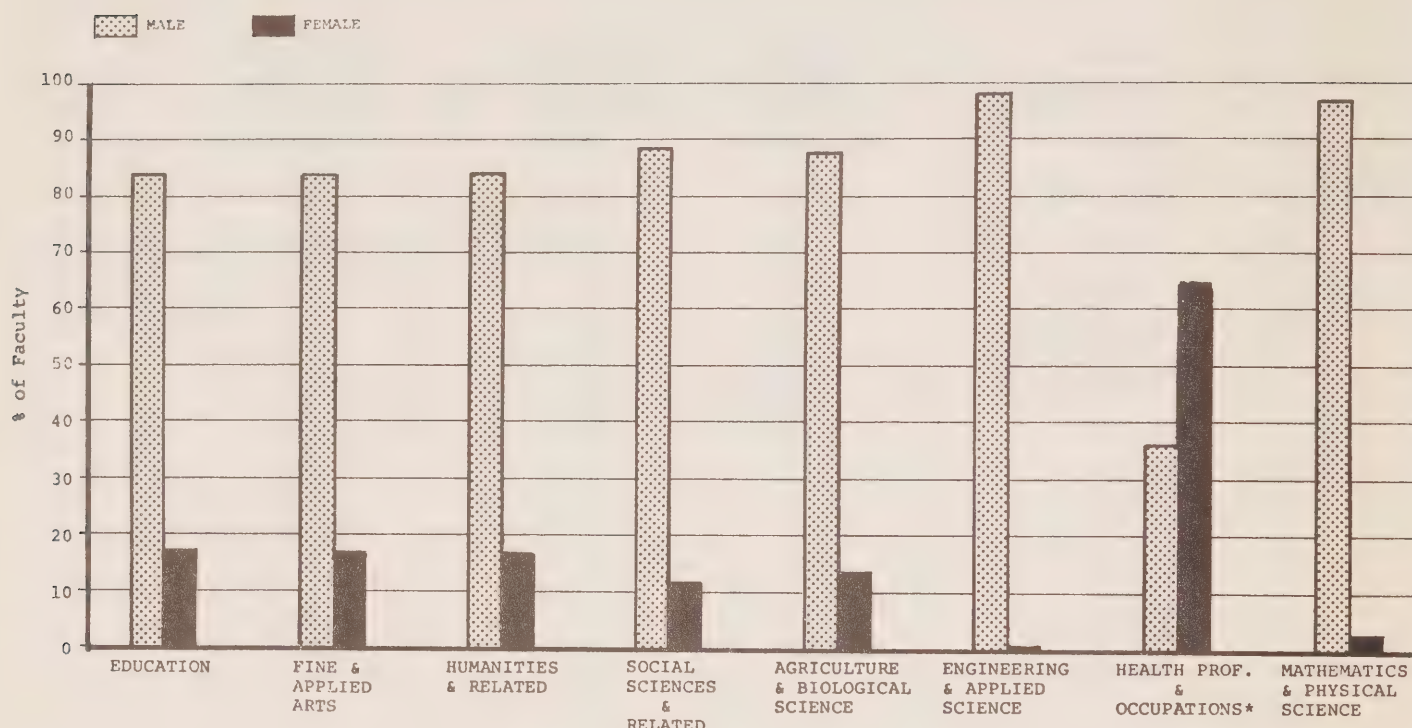
Source: Statistics Canada Tabulations, 1974-1975.

Footnotes: ¹Percentages shown here are only approximate since numbers are randomly rounded.

²Medical-dental categories have been excluded.

Teaching Field

Bar Graph III - Percentage Representation of Faculty by Sex in
Each Field, 1974/75



* Excludes medical and dental categories

"Most appointments for women were in the Faculties of Arts and Science, Education, and Nursing. It is in these faculties too that women students tend to enrol. While there are undoubtedly many reasons for choosing any specific program, we think it is not surprising that women students tend to pick programs they perceive as open to women. There are too few women appointed in faculties other than the three mentioned to give any visible assurance to women students that such fields are open to them."¹

Women are a distinct minority in all teaching fields. They are virtually non-existent in the traditionally male fields of Engineering & Applied Science and Mathematics & the Physical Sciences.

¹Report of the Principal's Committee on the Status of Women at Queen's University, 1973. p. 10.

Table 6

Full-time Faculty in All Provincially-Assisted Ontario Universities
by Field & by Sex, 1974-1975

<u>Field</u>	F E M A L E			M A L E		
	<u>No.</u>	<u>%F/Total F</u>	<u>%F</u>	<u>No.</u>	<u>%M/Total M</u>	<u>%M</u>
Education	123	11	16	648	8	84
Fine & Applied Arts	43	4	16	234	3	84
Humanities	375	35	16	1,983	25	84
Soc. Sci. & Related	282	26	11	2,370	29	89
Agr. & Bio Science	84	8	13	576	7	87
Eng. & App. Sci.	6	1	1	786	10	99
Health Professions	135	12	64	75	1	36
Math & Phy. Science	36	3	3	1,395	17	98
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	1,086	100	12	8,061	100	88

Source: Statistics Canada, University Faculty Salary Analysis System,
1974-1975.

An examination of the distribution of female faculty reveals that three out of five women faculty are found in either Humanities or Social Sciences. Fully one third of all women teach Humanities subjects while only one quarter of the men do so. (see Table 6). The precise statistics are not available to this study, but a look at how women are distributed throughout all fields would undoubtedly show they are found in general arts fields, some social science fields such as psychology and sociology and, of course, the traditionally female fields such as nursing. Women would be absent from many of the science programs. At the University of Waterloo, for example, which has large science and mathematics programs, the Status of Women Task Force found women were totally absent from 17 departments employing a total of 370 regular faculty members.¹

"The Deans indicated that they have tried to recruit women with the necessary training and experience, but there are usually no qualified women available. Nevertheless, we note that Statistics Canada figures show that women have been graduating from the Canadian universities at the MA and Ph.D. level in a wide variety of fields to a much greater extent than is evident at U.W.O."²

The table on the following page shows a comparison of the percentage of women faculty with the percentage of women students at all levels of study. In all fields, the percentage of female faculty is lower than the percentage of female students at the graduate level.

¹Report of the President's Advisory Committee on Equal Rights for Men and Women, University of Waterloo, 1973.

²Report of the President's Advisory Committee on the Status of Women at The University of Western Ontario, 1975.

Table 7
 Comparison of the Percentage of Full-time Students with the
Percentage of Faculty in Each Field*, 1973/74

<u>Field</u>	<u>% Female Undergraduate</u>	<u>% Female Masters</u>	<u>Graduate Doctorate</u>	<u>% Female Faculty</u>
Arts & Science	45	-	-	-
Education	52	49	34	16
Fine & App. Arts	60	53	53	17
Humanities & Rel.	55	39	34	16
Soc. Sci. & Rel.	34	27	24	10
Agr. & Bio. Sci.	43	27	20	14
Eng. & App. Sci.	4	4	3	1
Health Professions	53	38	18*	19*
Math & Physical Sci.	24	16	9	3
Not Reported	45	26	7	-

Source: Statistics Canada, Ontario University Faculty Tabulations, 1973-1974.
 Statistics Canada Tabulations, U.S.I.S., 1973-1974.

* Includes medical and dental categories.

Table 8

Rank by Sex for All Provincially-Assisted Ontario Universities, All Non-Medical Fields

1974-1975

Rank	F E M A L E			M A L E			T O T A L		
	No.	%F/ total F%	%F in Rank	No.	%M/ total M%	%M in Rank	No.	Column %	Row %
Full Professor	90	8	4	2,364	29	96	2,454	27	100
Associate Professor	300	28	9	2,859	36	91	3,159	35	100
Assistant Professor	480	44	17	2,322	29	83	2,802	30	100
Lecturer	210	20	29	513	6	71	723	8	100
	1,086	100	12	8,061	100	88	9,147	100	100

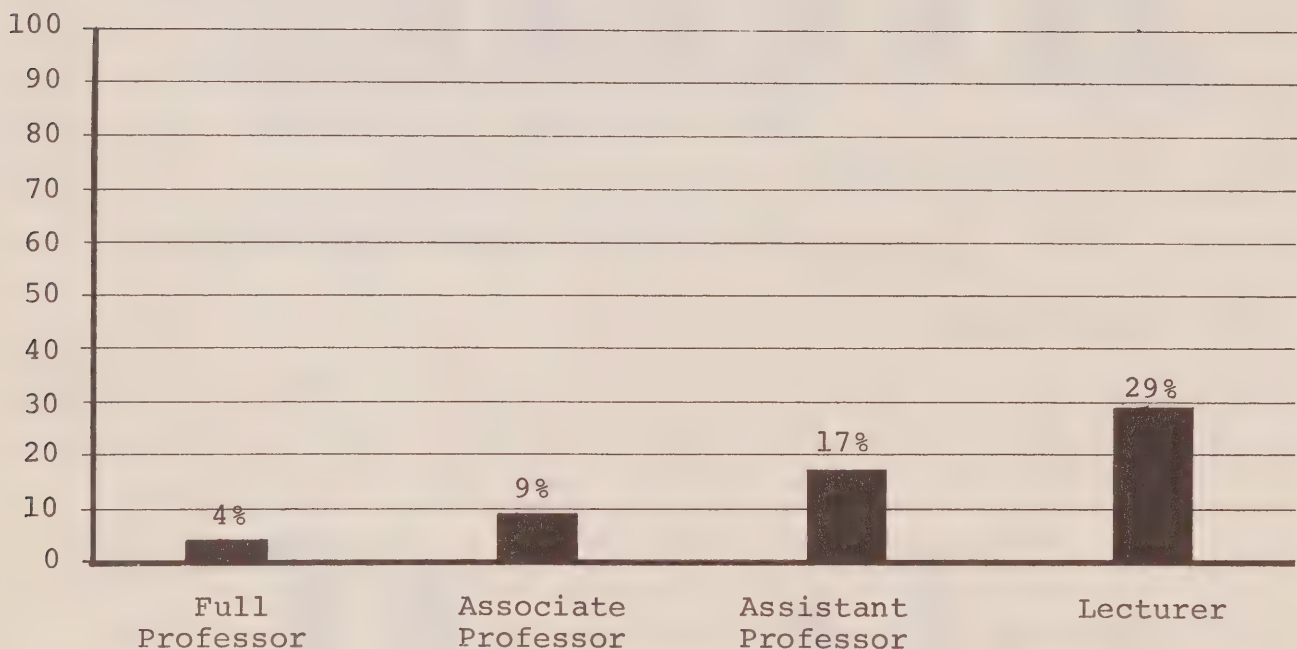
Source: Statistics Canada University Faculty Salary Analysis System, 1974.

Rank

Academic rank is an important indicator of women's status. Examination of the distribution of male and female faculty by rank reveals that a much larger proportion of women than men are in the lower ranks. Some 64% of the women and only 35% of the men are found at the rank of assistant professor and below. The largest proportion of women is at the assistant professor level (44%), while the largest proportion of men is at the associate level (36%).

As the graph below illustrates, women faculty are best represented at the lecturer level, the percentage of women decreasing as the rank rises.

Bar Graph IV - Representation of Women Faculty at Each Academic Rank 1974/75



We examined several factors which might account for the concentration of women in the lower ranks.

1. Age

Age can be used as a measure of experience to a certain extent. If women faculty are on the average younger than men, they might tend to be in lower ranks. The table below, however, shows that at each rank women would appear to be older than men. It is therefore unlikely that age is a factor in the low rank status of women.

Table 9
Rank Held by the Majority of Faculty in Each Age Group, 1974/75

<u>Age Group</u>	<u>Rank held by the * Majority of the Females</u>	<u>Rank held by the Majority of the Males</u>
Under 30	Lecturer	Assistant Professor
30 - 34	Assistant Professor	Assistant Professor
35 - 39	Assistant Professor	Associate Professor
40 - 44	Assistant Professor	Associate Professor
45 - 49	Associate Professor	Full Professor
50 - 54	Assistant Professor	Full Professor
55 - 59	Associate Professor	Full Professor
60 +	Associate Professor	Full Professor

* This table is based on Table B-1 in the Appendix

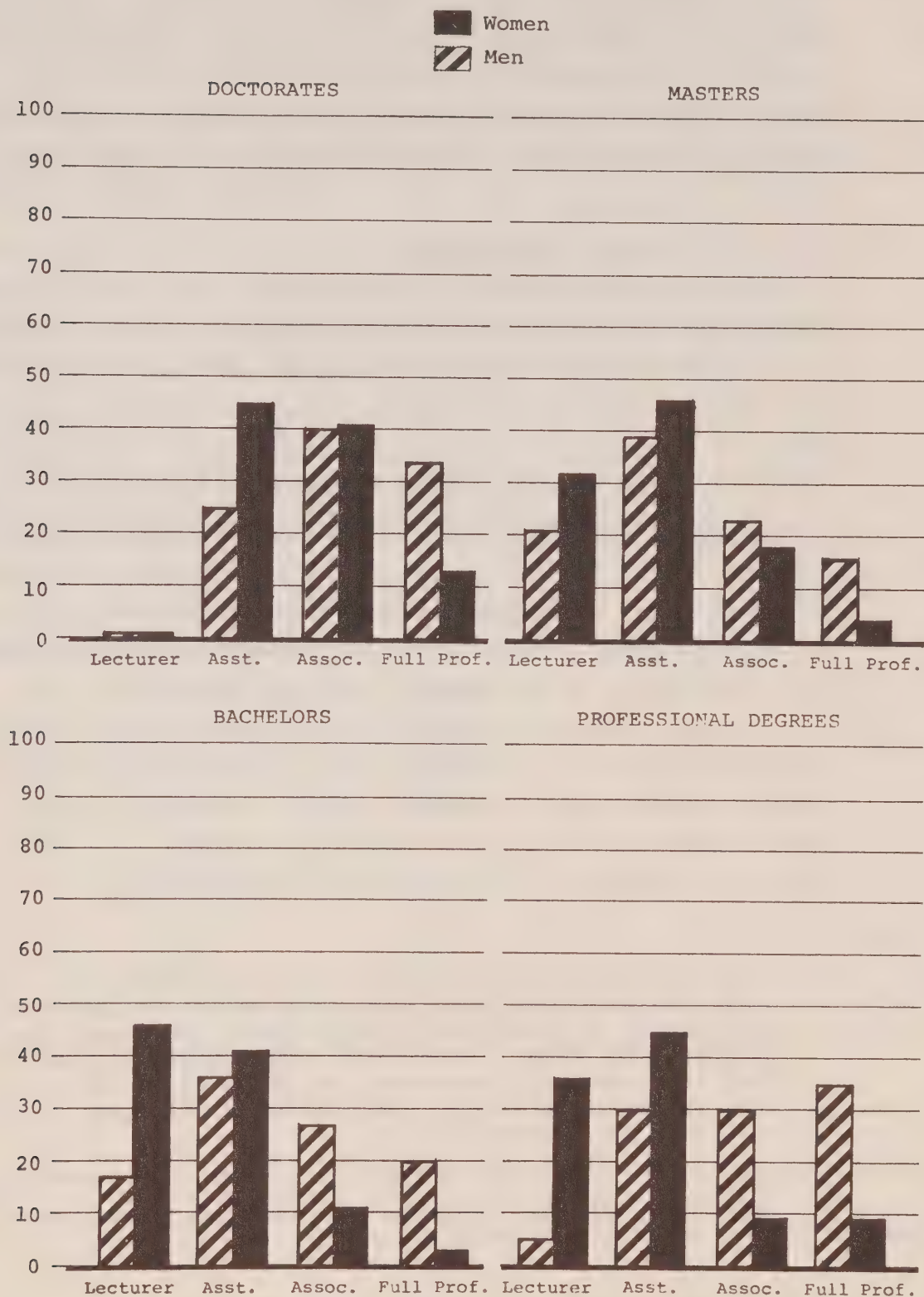
Source: Statistics Canada, University Faculty Salary Analysis System, 1974-1975.

2. Qualifications

The second factor which might account for the different promotion patterns of men and women is qualifications: do women predominate in the lower ranks because they lack formal degree qualifications?

We found that there is some evidence to support this hypothesis. For example, 71% of male faculty have Ph.D.'s while only 47% of female faculty have the same qualification. (Appendix, Table B-2). While degree qualification is undoubtedly a factor it does not necessarily affect rank. When men and women with the same degree qualifications are compared, it is apparent that women do not reach the upper ranks

DISTRIBUTION OF MALE AND FEMALE FACULTY BY RANK AND
HIGHEST DEGREE WITHIN EACH DEGREE FOR ALL PROVINCIAL-
ASSISTED ONTARIO UNIVERSITIES, 1974-1975



Source: Appendix B, Table 2.

in the same proportions as similarly qualified males. Some 13% of the women with Ph.D.'s are full professors as compared with 34% of male Ph.D.'s, 41% of women Ph.D.'s are associates compared with 40% of men Ph.D.'s and 45% of women Ph.D.'s are assistants as compared with 25% of men. As illustrated in the graph, a similar pattern is evident when men and women faculty with masters' degrees and with bachelors' degrees are compared.

3. Years Since Award of Highest Degree

An explanation for the fact that men and women with the same degree qualifications show different promotion patterns could be that women obtained their qualifications more recently than men. But, even when we compare men and women who have held their Ph.D.'s for a similar length of time, women tend to be in the lower ranks. For example, a comparison of men and women who have held their Ph.D.'s for 10-14 years reveals that 50% of the men but only 26% of the women are at the full professor level, while 47% of men and 57% of women are at the associate level and 17% of the women and 3% of men are at the assistant professor level. This pattern exists in varying degrees in all categories of years since the awarding of doctorates. (Appendix Table B-3).

Clearly, factors other than age and degree qualification must influence rank. The above comparisons raise several questions which will require further study on individual campuses. Are women appointed at lower levels than similarly qualified men? Do women show an interrupted career pattern? Is there, in fact, discrimination in promotion?

Salary

"Equitable and non-discriminatory treatment encompasses more than can be evaluated by studying salary levels alone. Departmental practices and the attitude of colleagues, for example, will affect the status of the women faculty members in a number of non-monetary ways. We think, however, that salary levels do give some indication of present practices and attitudes."¹

¹Report of the Principal's Advisory Committee on the Status of Women at Queen's University, February 28. p. 10.

In the whole of Canada in 1968 the combined median salary for women faculty was \$2,698 lower than for men. By 1971 the difference was \$3,296 and by 1974 it had increased still further to \$3,350.

In Ontario, Statistics Canada figures show that the combined median salary for women faculty in 1971 was \$3,000 less than for men. By 1974 this difference had increased to \$3,650.

One of the most revealing comparisons is that between the salaries paid men and women in each age group. From the table below it can be seen that the salary difference increases dramatically with age, indicating the extent to which women fall behind throughout their careers.

Table 10

Combined Median Salary for Full-time Faculty by Age and Sex,
for all Ontario Provincially-Assisted Universities, 1974-1975

<u>Age</u>	<u>Male Combined Median Salary</u>	<u>Female Combined Median Salary</u>	<u>Difference (Male-Female)</u>
< 30	14,050	13,000	1,050
30 - 34	16,500	15,000	1,500
35 - 39	19,250	16,200	3,050
40 - 44	22,000	18,300	3,700
45 - 49	24,400	18,775	5,625
50 - 54	26,650	20,100	6,550
55 - 59	28,475	21,150	7,325
60 +	28,000	22,000	6,000

Source: Statistics Canada, University Faculty Salary Analysis System, 1974-1975.

The salaries paid men and women vary according to teaching fields. Women have lower median salaries in all fields although there is considerable variation from a \$650 differential in Fine & Applied Arts to \$8,550 in the Health Professions (Medical and dental categories excluded). Throughout all fields, women's salaries have a lower and narrower range than men's salaries.

Table 11
Combined Median Salary for Full-time Faculty by Field and Sex
for all Provincially-Assisted Ontario Universities, 1974-1975

	<u>Male-Combined Median Salary</u>	<u>Female-Combined Median Salary</u>	<u>Difference (Male-Female)</u>	<u>Women's Median Salary as a % of Men's</u>
Education	21,725	18,975	2,750	87
Fine & Applied Arts	16,650	16,000	650	96
Humanities & Related	19,000	16,100	2,900	85
Social Sci. & Related	19,300	16,200	3,100	84
Agriculture & Bio. Sci.	21,250	18,200	3,050	86
Engineering & Applied Sci.	21,975	19,675	2,300	90
Health Professions & Occupations	23,550	15,000	8,550	64
Math & Physical Sci.	20,750	16,675	4,075	80

Source: Statistics Canada, University Faculty Salary Analysis System, 1974-1975

Rank accounts for most of the salary difference between men and women faculty. As the table on the next page illustrates, however, women earn less money at each rank, with a large difference at the full professor level.

Table 12

Median Salary for Full-time Faculty by Rank and Sex
for all Provincially-Assisted Universities, 1974-1975

<u>Rank</u>	<u>Female</u>	<u>Male</u>	<u>Difference</u>	<u>Female Salary as a % of Male Salary</u>
Full Professor	25,700	28,000	2,300	91.8
Associate Professor	19,400	20,250	850	95.8
Assistant Professor	15,600	16,300	700	95.7
Lecturer	12,700	13,450	750	94.4

Source: Statistics Canada: Faculty Salary Analysis System, 1974/75.

We considered several other factors individually in order to determine what might account for salary differences at each rank.

1. Age

Are women younger than men at each rank? If so, they might be expected to earn lower salaries.

We know from the previous discussion that women tend to be older at each rank than men, so age is probably not a factor in lower salaries paid to women.

2. Qualifications

Is there a salary difference because women do not have the same degree qualifications as men at each rank?

When we compared the salaries paid men and women with the same degree qualifications, at each rank, we found that in all instances but one, women earned less money than similarly qualified men. (Table 13).

3. Years Since Award of Highest Degree

Did women acquire their highest degree more recently?

We found that men have held their highest degrees longer than women at the Full Professor level, while women have held their

Table 13

Combined Median Salary for Full-time Faculty by Rank and Sex
for all Ontario Provincially-Assisted Universities, 1974-75

<u>Rank</u>	<u>Male Combined Median Salary</u>	<u>Female Combined Median Salary</u>	<u>Difference (Male-Female)</u>
Full Professor	28,000	25,700	2,300
Doctorate	27,850	25,750	2,100
Masters	28,300	24,725	3,575
Bachelors	28,025	*	N.A.
Prof. Degree	28,750	*	N.A.
Associate Professor	20,250	19,400	850
Doctorate	20,150	19,300	850
Masters	20,975	19,650	1,325
Bachelors	20,750	21,950	-1,200
Prof. Degree	20,500	*	N.A.
Assistant Professor	16,300	15,600	700
Doctorate	16,200	15,575	625
Masters	16,350	15,550	800
Bachelors	16,600	16,050	550
Prof. Degree	16,400	16,300	100
Lecturer	13,450	12,700	750
Doctorate	13,200	12,700	500
Masters	13,500	12,750	750
Bachelors	13,250	12,725	525
Prof. Degree	14,525	11,700	2,825

Source: Statistics Canada, University Faculty Salary Analysis System,
1974-1975.

Footnote: * Median salaries are not given when the actual number of staff
was 3, or less.

highest degree longer than men at the Associate and Assistant Professor level. (Appendix Table B-4).

4. Years in Rank

Have men been in their rank longer than women? If so, they could be expected to earn higher salaries.

While it was not possible to make an exact comparison of the number of years spent in the present rank, we found no evidence, except at the full professor level, that men had spent a longer time at each rank. (Appendix Table B-5).

To conclude, while the significance of individual factors cannot be determined, the data available suggests that salary discrepancies which exist at each rank, do not result entirely from differences in age, degree qualifications and/or the number of years spent at each rank.

The fact that few women are found in the more highly paid fields such as Mathematics and the Physical Sciences could influence the median salaries but we were not able to examine the significance of the teaching field. Nor were we able to determine whether or not women showed an interrupted career pattern. The salary differences between men and women should be investigated further at individual universities. It should be noted that at virtually all institutions where studies have been conducted, salary anomalies attributable to sex have been identified.¹

¹At Queen's, York and U. of T., anomalies attributed to sex were identified. At the University of Guelph, no differences were identified at the ranks of Assistant, Associate and Full Professor. Salary differences at the lecturer level are being investigated further.

Summary

1. Women faculty form only a small percentage of the teaching staff in Ontario universities.
2. Women are a distinct minority in all teaching fields. They are concentrated in the Humanities and Social Sciences. Very few women teach in the science related fields.
3. The representation of women faculty in all fields is lower than the representation of graduate students at both the MA and Ph.D. levels.
4. Women faculty are concentrated in the lower ranks with their largest concentration at the assistant professor level.
5. The representation of faculty women is highest at the rank of lecturer and decreases as the rank rises.
6. Age, highest degree earned and years since award of the highest degree, do not appear to account for the low rank concentration of women.
7. There is a large difference between median male and female salaries. Rank appears to account for most of the salary difference; however, when men and women are compared at each rank, women still earn less.

Areas of Concern

The concerns of faculty women interviewed during the course of this study centered on the small number of women who hold faculty positions and the factors limiting women's career patterns. In some fields women's participation is limited by the small number of women Ph.D.'s, but in all fields the following factors are seen as barriers to fuller participation.

Recruitment

A lack of positive effort to recruit women for faculty positions is widely considered to be an issue of concern. While, admittedly, there is a dearth of qualified women, particularly in certain fields, women believe that often those who are fully qualified are disadvantaged in terms of access to faculty positions. They refer to the "old-boy network" which serves a

tradition of finding candidates through channels of personal contacts. Since women are not recruited through similar channels, they are seen to be at a disadvantage, particularly if countervailing measures are not taken to identify and encourage applications from women.

Hiring

There is a widespread feeling--although it is by no means unanimous--that women may not be given full and equal consideration in the hiring process. It is believed that the subjective judgements which come into play in the decision to hire may work to the advantage of men. The collection and publication of data relating to the hiring process and ensuring the representation of women on selection committees may serve to alleviate this concern somewhat. Several universities have established review procedures whereby applications from women are reviewed at the appropriate level before a decision to hire is taken. (See Institutional Appendix, McMaster, Queen's, Waterloo).

Promotion

The available data on rank indicates that women and men do not show similar promotion patterns even when their academic qualifications are comparable.

Faculty women suggested several factors which might contribute to low rank concentration. Some conjectured that child bearing and family responsibilities prevented women from maintaining a steady progression from the undergraduate level, through graduate school to full-time teaching and research. Some may have chosen to interrupt their careers. Others may have taken longer to complete their graduate degrees and entered the ranks at an older age than their male peers.

There is a belief that women faculty are assigned lower ranks than similarly qualified men on entering the university. In some instances, the Status of Women Committees found evidence to support this belief.¹

¹Report of the President's Advisory Committee on Equal Rights for Men and Women, University of Waterloo, 1973

Report of the Faculty Association Sub-Committee on the Status of Women Academics at Windsor University, May, 1974.

Some women faculty suggested that attitudinal factors might contribute to a general slowness of promotion; women tend to be less confident about their prospects for advancement and less aggressive in seeking promotion. The Status of Women Task Force at York University, for example, found that of the faculty members who aspired to full professorships, fewer women than men expected to reach this level. Many women advocated a system whereby all faculty are routinely considered for promotion in universities where this is not already a practice.

While the above factors may explain in part the promotion patterns of women, the fact that women and men show different promotion patterns throughout their careers, indicates that this area requires careful study.

Salary

Salary is an area of significant concern to faculty women. Lower salaries for women have far-reaching effects, as the Guelph Report points out:

"An individual's starting salary is usually used as the base for determining his or her subsequent annual earnings. Thus, if the female's starting salary is lower than the male's starting salary, and if she continues to be paid a lower annual salary than her male counterpart, then the salary discrepancy would increase. Further, pension and life insurance benefits....are calculated on an individual's annual salary. Thus, a woman, if her annual salary is lower than a man's, will receive lower benefits."¹

In all studies completed to date, salary anomalies related to sex were identified.

Concern was also expressed in universities where salary reviews had been conducted and salary adjustments made, that women's salaries were falling behind again. Many women advocated the publication of salary floors and ceilings for each rank, by department.

¹The Status of Women at Guelph, June 26, 1975. p. 30.

Part-time Faculty

Research available to this study indicates that women are more likely than men to teach part time. Faculty members stated that while it was typical for women to teach part time as their only job, men usually assume part-time teaching responsibilities in addition to other full-time employment.¹

It was emphasized that part-time employment is a valid option preferred by many women. However, there are disadvantages in terms of job security, benefits, and participation in departmental decision making. Because many women are hired as part-time faculty on an on-going basis, and because they represent a substantial proportion of the role models for women students, there were suggestions that a separate tenure stream be considered. We noted that at several universities, (McMaster, Queen's, York) proposals for tenure and/or benefit packages for part-time faculty are being evaluated.

It was also noted, however, that some part-time women faculty would have preferred full-time jobs but found it impossible to make the transition to full-time. As one faculty member commented:

"It's almost impossible to get a full-time position with the stigma of part-time on your [Curriculum] Vitae".

Many women expressed the view that the universities should seriously consider part-time faculty for full-time employment.²

¹Task Force on the Status of Women at York University: Report to Senate, February, 1975. p. 109.

²Task Force on the Status of Women at York University: Report to Senate, February, 1975. p. 110.

Report of the President's Advisory Committee on the Status of Women at The University of Western Ontario, 1975. p. 28.

CHAPTER III

SUPPORT STAFF

"The University, in its role of employer, assigns men and women to tasks that tend to mirror what the larger society, of which the university is a part, has traditionally done, and women and men, for the most part, have tended to accept these roles without question. However, the university, unlike any other institution, is more than an agency of employment. It is in a unique position to question and to examine, both critically and objectively, and to act as an institution of change. The university should be a leader, not a follower."¹

There are issues pertinent to the status of women in Ontario universities which concern not only women students and faculty but all women who work in the university community.

¹The Status of Women at Guelph, June 26, 1975. p. 39.

To date, seven of the fifteen Ontario Universities have published reports which examine the status of female support staff. There are similar studies in progress at other universities.¹

Our evaluation of the status of women support staff is hindered by a lack of province-wide data which could be used to compile a statistical profile. In fact, the limited information available precludes an adequate analysis of this important area. Reports published by the universities in recent years and interviews held with employees in support categories did provide us with a general overview of the status of women support staff and a delineation of employees' concerns.

Women comprise at least one half of the support staff in most Ontario universities. Women staff show the same career pattern as they do elsewhere in the work force--they are found in low-paying, traditionally female occupations.

Studies completed to date reveal that the earning power of women employees does not approach that of men employees. Two factors appear to account for much of the large salary differential. First, the majority of women are found in female-dominated job categories, such as secretarial/clerical, which do not command high salaries. Second, in job categories with good representation from men and women, (such as administrative assistant), women are rarely promoted beyond the lower and middle levels of the category.

¹Reports on the status of women support staff are available from Guelph, Waterloo, McMaster, Queen's, Trent, York and Toronto. Studies are under way at Laurentian, Western, Windsor and Wilfrid Laurier. At Lakehead where most of the staff is highly unionized, no study is planned. At Carleton there is a joint committee which makes policy recommendations on an on-going basis. Brock and Ottawa do not plan investigations of the status of their women support staff at this time.

It should be noted that the definitions of support staff categories varied from one university study to another. Some included academic and non-academic staff, secretarial and office, library and scientific under the general heading of support staff. Other studies excluded union, library, and academic support staff.

All reports document the virtual absence of women from senior administrative posts.

In the section below we outline areas of concern to women support staff. Although we recognize that there are important issues peculiar to individual institutions, we have included only those which have wide application.

Salary

The most striking difference between the status of women and men support employees is in earning power. The following examples illustrate this:

At Queen's University in 1973, 94% of the female staff earned less than \$10,000 as compared with 63% of the men. The great majority of women (80%) earned less than \$7,500 as compared with 44% of the men. Very few women (1%) held positions which commanded salaries over \$15,000 as compared with 9% of the men.¹

At Trent University, 92% of the women staff earned less than \$12,000 as compared with 33% of the men. The majority of women (72%) earned less than \$7,500 as compared with only 6% of the men. One percent of the women earned \$25,000 or more as compared with 10% of the men.²

At York University, 75% of the women and 15% of the men earned less than \$7,500.³

Female-Dominated Job Categories

Reports indicate that the majority of women employees are found in categories which are sex-typed as female, such as office and secretarial and some service categories. Further examination revealed that the salary ranges assigned to these categories are lower than those assigned to male-dominated categories and to categories which are not dominated by either sex.

¹ Report of the Principal's Committee on the Status of Women at Queen's University, February, 1973, p. 16.

² The Presidential Advisory Committee on Status of Women at Trent University, June 30, 1975, p. 10.

³ Task Force on the Status of Women at York University: Report to Senate, February, 1975, p. 230.

For example when the Task Force on the Status of Women at the University of Guelph examined the salary ranges assigned to all non-professional and union staff they found:

"They (the data) show unequivocally that the jobs with the lowest salary grade levels are female sex-typed and more women than men occupy these positions."¹

At Queen's, the Status of Women Committee noted the lower salary ranges assigned to the secretarial and clerical staff. The report states:

"Most of the men and women are earning salaries which for their jobs match the market in eastern Ontario. What the pattern does represent is the general tendency to pay less for work performed in certain female-dominated occupations requiring similar levels of skill and training."²

Many women who were interviewed questioned the process by which salary ranges are assigned to job classifications in view of the lower value consistently assigned to female job categories.

Non Sex-typed Job Categories

When categories which have representation from both sexes were examined, women were found in the lower ranks and salary grades. Several of the Status of Women Task Forces analyzed male and female salaries and promotion patterns within the same job categories and found that women do not progress through the ranks at the same rate as men. In some cases women appeared to earn lower salaries than men in comparable positions. Some of the findings at individual universities are summarized below.

¹Report of the President's Advisory Committee on Equal Rights for Men and Women, University of Waterloo, 1973.

²Report of the Principal's Advisory Committee on the Status of Women at Queen's University, February 28, 1973. p. 16.

At the University of Waterloo, in 1973, the Status of Women Committee investigated differences in the Professional/Specialist and Management categories in which the salary distributions for men and women varied greatly. When length of service and performance were examined the committee found that neither factor accounted for the rank and salary differences.¹

At the University of Toronto, the Task Force studying the status of non-academic women reported:

"....detailed analysis of four job categories, Administrative Assistant 1, 2 and Lab Technician 3,4...shows salary anomalies closely related to sex. The data compiled show clearly what appears to be sexual bias and inequalities of salary treatment and/or promotion."²

Similarly, at Queen's University in 1973 a preliminary analysis indicated salary discrepancies in the categories of Administrative Assistant and Lab Technician. In general, women held positions of less responsibility than men, which accounted for large overall salary differences. However, it appeared that when men and women held comparable positions, women still earned lower salaries.

Staff Training and Development

Programs geared to professional development opportunities, career ladders and in-service training were absent or considered inadequate by the university studies. Without such programs, staff employees, particularly women who occupy lower job categories, have limited opportunities for career advancement. Some women in secretarial and clerical jobs who were interviewed expressed the need for programs designed to assist them in moving beyond what are presently viewed as "deadend" categories.

¹Report of the President's Advisory Committee on Equal Rights for Men and Women, University of Waterloo, 1973.

²Report of the Provost's Committee on Employment Conditions of Full-time Faculty, University of Toronto, 1974. p. 7.

The Queen's University report summarized:

"To state that most people in clerical and technical jobs cannot be expected to advance to senior administrative posts is not to deny the possibility exists. We suggest that advancement from secretary to administrative assistant to a more senior post should not be an unrealistic expectation."¹

Similarly, the Status of Women Committee at the University of Waterloo proposed:

"....because of clustering of the sexes in particular job areas, especially that of women in secretarial/clerical classifications, it would be desirable if the university would adopt a definite promotion program which would allow highly qualified employees in the lower classifications unrestricted movement into available positions in management."²

Staff women who were interviewed emphasized the importance of promoting employees from within the university to fill vacant posts. However, in situations where there are no suitable candidates for positions in categories presently dominated by men, they supported recruitment of women from outside the university.

¹ Report of the Principal's Committee on the Status of Women at Queen's University, February, 1973. p. 22.

² Report of the President's Advisory Committee on Equal Rights for Men and Women, University of Waterloo, 1973.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The opportunities for women at Ontario's Universities to learn, to teach and to share in the shaping of decisions are limited and if present trends persist, are likely to remain so. Efforts to bring about equal opportunities for women in all sectors of the university community, while impressive at a small number of institutions are inadequate or non-existent at most others. It is the natural responsibility of all educational institutions to assume a leadership position, to take action that will achieve changes in attitudes and structures. The universities have a special responsibility to remedy injustices and visibly demonstrate a commitment to equal opportunity for women.

The government of Ontario has adopted guidelines on Affirmative Action for Women in the Ministries and Crown Agencies. We conclude that the Universities should issue and follow similar guidelines.

Therefore, it is recommended that:

1. Each institution issue a policy statement affirming its commitment to positive action to achieve equal opportunity for women.
2. Each institution assign responsibility at a senior level for the co-ordination, design, and implementation of measures for achieving equal opportunity for all women in the university community.
3. Each institution which has not already done so, conduct a formal study of the status of women students, faculty and staff.

The objectives of such a study would be to:

- (i) Determine the nature and extent of inequalities between men and women.
 - (ii) Isolate areas which require special study. These might include staff development and training, career ladders, day care needs of students and employees, women's studies, benefits, salaries, part-time faculty.
 - (iii) Provide a basis for developing an Action Plan to eliminate differences in the status of male and female students and employees.
 - (iv) Provide a data base to be updated annually and used as a measure of progress. (see #4 below).
4. Each Institution establish and maintain a data base which will enable an on-going evaluation of the status of women students and employees.
The information should include, but not be limited to the following:
 - (i) with reference to students: applications, admissions, and acceptances by program and sex (undergraduate and graduate).
enrolment by program, level and sex
degrees granted by program and sex
information on graduate student funding by program and sex.
 - (ii) with reference to faculty: age, rank, years in rank, salary, field, tenure, experience qualifications, by sex.
 - (iii) with reference to staff: salary, occupational category, classification, age, length of service, experience, education, by sex.
 5. Individual faculties at each university design and implement an outreach recruitment program to increase undergraduate female enrolment

in departments where the representation of women is significantly lower than the representation of women in the university as a whole.

This program should be aimed primarily at senior high school students and high school guidance counsellors and should include:

- (i) Introduction of high school liaison activities which emphasize career opportunities for women in non-traditional fields.
- (ii) Sponsoring activities such as seminars for guidance counsellors and open houses in the sciences for prospective students.
- (iii) An examination of all publications and calendars pertaining to courses and programs offered to students and the removal of sexual bias where it exists.

6. Each university design and implement a program to increase the participation of women in graduate schools.

Such a program should include the identification of women with potential in order to encourage them to apply for graduate school.

7. That each institution assess the impact of 3 degree regulations on the ability of women graduate students to complete doctorate degrees, and provide exemption where applicable.

8. When recruiting faculty and staff each institution conduct an active search for women candidates. Advertising should begin well in advance of the date on which offers will be made and should include the phrase "This position is open to both men and women".

9. a) Each institution develop and implement an Action Plan for achieving equal opportunity for women students, faculty and staff similar to the "Guidelines for Ministries and Crown Agencies of the Ontario Government on Affirmative Action" to include short and long-term objectives and timetables for achieving equal opportunity for women.

b) Each institution submit an Affirmative Action Plan to the Ministry of Colleges and Universities by September, 1976, and submit progress reports on an annual basis thereafter.

10. The Ministry of Colleges and Universities encourage Ontario's universities to comply with the above recommendations.
11. a) The Ministry of Colleges and Universities review annually the enrolment patterns of male and female students at the undergraduate and graduate levels, degrees granted by sex and field, representation of faculty by sex, rank and field, new faculty by sex, rank and field, faculty salaries by sex, rank and field, and senior administrative appointments in order to determine progress on a province-wide basis.
b) The above data be made public.
12. The Ministry of Colleges and Universities table in an annual report to the legislature, the Action Plans and subsequent annual progress reports submitted by each institution.

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APPENDIX A

STUDENTS

Table A-1

Applicants and Registered Applicants for Full-time Study in the
First Year of Post-Year 5 Undergraduate Programs. Fall 1973.

<u>Field</u>	<u>Applicants</u>		<u>Registered Applicants</u>	
	Total	%F	Total	%F
Arts	21,118	51	14,799	52
Science	9,803	29	7,072	33
Education	210	73	98	84
Physical & Health Education	2,586	45	1,240	53
Fine & Applied Arts	1,109	56	473	61
Music	785	52	431	59
Business	4,376	23	2,753	25
Environmental Studies	773	18	322	27
Journalism	275	64	127	76
Social Work	555	74	205	78
Agriculture	524	21	341	25
Household Science	691	96	434	97
Architecture	438	11	105	19
Engineering	3,993	2	2,432	3
Forestry	312	6	159	9
Landscape Architecture	153	18	46	26
Dentistry	358	87	77	75
Medicine	146	31	70	30
Nursing	1,245	97	485	99
Pharmacy	600	54	208	69
Rehabilitation Medicine	447	94	64	100
Other	210	22	78	15
Total	50,707	41	32,039	43

Source: Ontario Universities Application Centre

Table A-2

Full-time Undergraduate Students Enrolled in Degree Courses
in Ontario Universities by Field and Sex 1973/74 *

<u>Field</u>	<u>#F</u>	<u>%F/ total F</u>	<u>%F</u>	<u>#M</u>	<u>%M/ total M</u>	<u>%M</u>
Arts & Science	13,288	30	45	16,522	24	55
Education	4,014	9	52	3,662	5	48
Fine & Applied Arts	2,270	5	61	1,476	2	39
Humanities	5,840	13	54	5,012	7	46
Social Science	8,565	19	35	15,649	23	65
Agriculture	3,666	8	45	4,505	7	55
Engineering	371	1	4	10,140	15	96
Health Professions	3,263	7	53	2,889	4	47
Math & Phys. Science	1,636	4	24	5,131	8	76
Not reported	2,131	5	45	2,612	4	55
Total	45,044	100%	40%	67,598	100%	60%

* Includes Ryerson

Source: U.S.I.S. Statistics Canada Tabulations 1973/74.

Table A-3

Part-time Undergraduate Students Enrolled in Degree Courses
in Ontario Universities by Field and Sex 1973/74*

<u>Field</u>	<u>No.</u>	<u>Female %</u>		<u>No.</u>	<u>Male %</u>	
		<u>F/Total</u>	<u>F %</u>		<u>M/Total</u>	<u>M %</u>
A & S General	14,778	65	64	8,183	50	36
Education	124	1	31	273	2	69
Fine Arts	434	2	67	211	1	33
Humanities	2,407	10	62	1,508	9	38
Social Sciences	4,483	19	46	5,218	31	54
Agr. & Biol. Science	299	1	64	168	1	36
Eng. & App. Science	8	--	2	362	1	98
Health Professions	223	1	97	8	--	3
Math. & App. Science	228	1	20	909	6	80
Total	23,078	100	58	16,889	100	42

* Does not include Ryerson.

Source: U.S.I.S. Statistics Canada Tabulations 1973/74.

Representation of Women Undergraduate Students by Program 1973/74*

Table A-4

<u>Education</u>	<u>%F</u>	<u>Total # Students</u>
Elementary	55	268
Music	70	120
Early Childhood & Nursery Ed.	95	111
Phys. Ed., Health & Recreation	50	4,855
Secondary Education	51	1,484

Table A-5

<u>Fine & Applied Arts</u>	<u>%F</u>	<u>Total # Students</u>
Art History	72	198
Fine Art	67	553
Drama, Theatre	59	537
Interior Design	72	185
Music	57	1,438
Painting	65	396

Table A-6

Humanities & Related

Classics	69	99
History	33	2,539
Mass Media	46	1,494
Modern Language & Literature	69	5,282
Philosophy	24	577
Religion & Theology	45	177
Translation & Interpretation	76	344

Table A-7

Social Sciences & Related

Anthropology	58	506
Archeology	50	4
Area Studies	61	61
Commerce, Management & Admin.	26	5,403
Other Instit'l. Admin.	27	230
Economics	14	2,174
Geography	28	2,639
Law	17	3,411
Linguistics	70	93
Man/Environment Studies	27	632
Political Science	24	1,900
Psychology	61	4,061
Social Work	71	602
Sociology	62	2,199

* Includes Ryerson

Source: U.S.I.S. Statistics Canada Tabulations 1973/74

Representation of Women Undergraduate Students by Program 1973/74*

Table A-8

<u>Agriculture & Biological Sciences</u>	<u>%F</u>	<u>Total # Students</u>
Agriculture	23	999
Biochemistry	32	236
Biology	32	3,157
Biophysics	11	18
Botany	30	61
Household Sci. & Rel.	97	1,869
Veterinary Medicine & Science	24	402
Zoology	26	779

Table A-9

<u>Engineering & Applied Sciences</u>	<u>%F</u>	<u>Total # Students</u>
Architecture	15	812
Engineering	2	8,569
Engineering Sci.	4	509
Forestry	6	444
Landscape Architecture	20	177

Table A-10

<u>Health Professions & Occupations</u>	<u>%F</u>	<u>Total # Students</u>
Dentistry	7	704
Medicine	21	2,182
Basic Sciences Med.	24	25
Paraclinical Sci./Med.	18	11
Nursing	99	1,789
Optometry	16	225
Pharmacy	63	633
Rehabilitation Med.	95	570
Art Applied to Med.	60	10

Table A-11

<u>Mathematic & Phys. Science</u>	<u>%F</u>	<u>Total # Students</u>
Actuarial Science	21	34
Applied Mathematics	24	922
Mathematical Statistics	32	59
Mathematics	31	3,143
Chemistry	20	977
Geology	11	662
Metallurgy, Materials Science	0	0
Physics	8	480

* Includes Ryerson.

Source: U.S.I.S. Statistics Canada Tabulations 1973/74.

Table A-12

Full-time Graduate Student Population by Sex
in Each Field 1973/74

	F E M A L E			M A L E		
	<u>No.</u>	<u>%F/ total F</u>	<u>%F/ Field</u>	<u>No.</u>	<u>%M/ total M</u>	<u>%M/ Field</u>
Education	318	10	42	493	5	58
Fine Arts	83	3	53	73	1	47
Humanities	1,050	33	38	1,735	18	62
Social Science	1,188	37	25	3,555	37	75
Agriculture & Bio. Science	186	6	24	592	6	76
Engineering	49	2	4	1,311	14	96
Health Professions	134	4	29	327	3	71
Mathematics	194	6	12	1,456	15	88
Spec. Not Reported	23	1	--	84	1	--
 TOTAL	 3,202	 100	 25	 9,572	 100	 75

Source: U.S.I.S. Statistics Canada Tabulations 1973/74

Representation of Women Graduate Students by Program 1973/74

Table A-13

<u>Education</u>	<u>%F</u>	<u>Total # Students</u>
Adult, Continuing Education	42	50
Curriculum Spec.	56	54
Special Education	60	40
Phys. Education	32	65
Religious Education	56	16
Educational Psychology	55	194
Guidance & Counselling	51	49
Educational Admin.	29	72
Educational Planning	13	24
Educational Sociology	30	44
Educational Testing & Measurement	31	36
History & Philosophy of Education	20	69
Other	95	24

Table A-14

<u>Fine & Applied Arts</u>	<u>%F</u>	<u>Total # Students</u>
Art History	77	31
Drama, Theatre	43	70
Music	53	55

Table A-15

Humanities & Related

Classics	40	63
History	21	458
Library & Records Science	73	275
Modern Languages & Literature	52	1,131
Philosophy	17	367
Religion & Theology	13	555
Translation & Interpretation	56	16

Source: U.S.I.S. Statistics Canada Tabulations 1973/74.

Representation of Women Graduate Students by Program 1973/74

Table A-16

<u>Social Science & Religion</u>	<u>%F</u>	<u>Total # Students</u>
Anthropology	34	92
Area Studies	41	152
Commerce, Management, Admin.	8	1,256
Health Admin.	36	53
Other Instit. Admin.	39	69
Economics	12	534
Geography	19	286
Law	16	38
Linguistics	58	33
Man/Environment Studies	27	296
Political Science	15	374
Psychology	38	765
Social Work	57	394
Sociology	39	401

Table A-17

<u>Agriculture and Biological Sciences</u>	<u>%F</u>	<u>Total # Students</u>
Agriculture	24	87
Biochemistry	36	69
Biology	22	282
Biophysics	--	5
Botany	26	114
Household Science & Rel.	79	14
Veterinary Medicine & Science	14	36
Zoology	19	171

Table A-18

<u>Engineering and Applied Science</u>	<u>%F</u>	<u>Total # Students</u>
Architecture	--	6
Engineering	4	1,331
Engineering Science	--	13
Forestry	10	10

Source: U.S.I.S. Statistics Canada Tabulations 1973/74.

Representation of Women Graduate Students by Program 1973/74

Table A-19

Health Professions

	<u>%F</u>	<u>Total # Students</u>
Dentistry	--	12
Medicine	20	15
Basic Sciences Med.	24	269
Paraclinical Sciences Medicine	30	54
Nursing	100	21
Optometry	--	5
Pharmacy	11	18
Public Health	44	59
Other	25	8

Table A-20

Mathematics and the
Physical Sciences

	<u>%F</u>	<u>Total # Students</u>
Applied Mathematics	9	265
Mathematical Statistics	31	36
Mathematics	15	269
Chemistry	19	400
Geology & Rel.	8	206
Metallurgy & Materials Science	7	29
Physics	6	445
Spec. N/R	22	107

Source: U.S.I.S. Statistics Canada Tabulations 1973/74.

Table A-21Masters Degrees Conferred in Ontario*Masters of Arts

	1931	1936	1941	1946	1951
Total	137	141	115	209	347
Male	94	108	87	169	287
Female	43	33	28	40	60

* Includes M. Comm. M. Ed. M. Social Work

Masters of Science

Total	28	32	22	51	165
Male	28	32	22	51	162
Female	-	-	-	-	3

Source: Statistics Canada Survey of Higher Education Part II, table 17.

Table A-22Ontario Graduate Fellowship

<u>Year</u>	<u>Applications</u>		<u>Awards</u>		<u>Success Rate</u>	
	No.	%F.	No.	%F.	M.	F.
1972/73	7,312	26	1,885	28	25%	28%
1973/74	6,357	29	1,740	31	26%	30%

Source: Student Awards Branch, M.C.U.

Table A-23Ontario Graduate Scholarship

<u>Year</u>	<u>Applications</u>		<u>Awards</u>		<u>Success Rate</u>	
	No.	%F.	No.	%F.	M.	F.
1974/75	1,386	36	776	36	55%	57%

APPENDIX B

FACULTY

Rank by Age and Sex for all Full-time Faculty in all Provincially Assisted
Ontario Universities, 1974-1975

75

Footnote: -

Percentages are approximate as the numbers are randomly rounded.

Table B-2

Highest Degree for Full-time Faculty by Rank and Sex, for all
Ontario Provincially-Assisted Universities, 1974-1975 *

	Female						Male					
	Row % for Each Rank						Row % for Each Rank					
	No.	Column %	Full Prof.	Assoc.	Asst.	Lect'r.	No.	Column %	Full Prof.	Assoc.	Asst.	Lect'r.
Doctorate	510	47	13	41	45	1	5,736	71	34	40	25	1
Masters	438	40	4	18	46	32	1,842	23	16	23	39	21
Bachelors	111	10	3	11	41	46	369	5	20	27	36	17
Professional degree	33	3	9	9	45	36	111	1	35	30	30	5

Source: Statistics Canada, University Faculty Salary Analysis System, 1974-1975

Footnote:*Percentages shown here are only approximate since the numbers are randomly rounded.

Table B-3

Years Since Award of Highest Degree for Full-time Faculty
With Doctorate Degree by Rank and by Sex
For all Provincially-Assisted Universities, 1974-1975

Rank	0-4 Yrs.		5-9 Yrs.		10-14 Yrs.		15-19 Yrs.		20-24 Yrs.		25-29 Yrs.		30+	
	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F
Full Professor	3	2	12	5	50	26	76	33	93	60	98	40	98	50*
Assoc. Professor	24	17	65	59	47	57	24	58	7	40	2	40	2	50*
Assist. Professor	70	78	22	36	3	17	0	9	0	0	0	20*	0	0
Lecturer	3	3	1	0	0	0	0	0	0	0	0	0	0	0
	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N=	99	189	1,917	168	1,089	69	657	36	423	15	120	15	111	6

Source: Statistics Canada, University Faculty Salary Analysis System, 1974-1975.

Footnote: * These percentages represent [the number 3] which is randomly rounded.

Table B-4
Years Since Award of Highest Degree for Full-time Faculty by Rank and Sex
For all Ontario Provincially-Assisted Universities, 1974-1975 *

Years Since Award of Highest Degree	Full Professor			Associate Professor			Assistant Professor			Lecturer		
	No. of Male	%M Full Prof.	No. of Female	No. of Male	%M Assoc.	No. of Female	No. of Male	%M Assist.	No. of Female	No. of Male	%M Lecturer	No. of Female
0 - 4	51	2	3	372	13	42	1,176	51	195	249	49	93
5 - 9	270	12	14	1,389	49	126	816	35	153	207	40	78
10 - 14	603	26	28	651	23	54	213	9	78	27	5	24
15 - 19	567	24	25	249	9	39	60	3	21	9	2	6
20 - 24	501	21	9	111	4	21	24	1	15	12	2	6
25 - 29	195	8	9	45	2	12	9	0	12	0	0	3
30+	168	7	9	33	1	12	9	0	6	3	**	3
Total	2,364	100	90	2,859	100	300	2,322	100	480	513	100	210

Source: Statistics Canada, University Faculty Salary Analysis System, 1974-1975.

Footnotes: * All percentages here are approximate since the numbers are randomly rounded.

** Less than 1%.

Table B-5

Years Since Nominations to Present Rank for Full-time Faculty by Rank and Sex
For all Provincially-Assisted Ontario Universities, 1974-1975

Years since Nomination to Present Rank	FULL PROFESSOR				ASSOCIATE PROFESSOR				ASSISTANT PROFESSOR				LECTURER			
	Male		Female		Male		Female		Male		Female		Male		Female	
	No.	Col. %	No.	Col. %	No.	Col. %	No.	Col. %	No.	Col. %	No.	Col. %	No.	Col. %	No.	Col. %
0 - 4	972	41	51	59	1,728	60	201	67	1,662	72	354	73	417	87	165	79
5 - 9	807	34	27	31	753	26	72	24	474	20	96	20	57	11	27	13
10 - 14	278	10	6	7	93	3	6	2	18	1	6	1	3	1	0	0
15 - 19	66	3	0	0	9	-	0	0	3	0	3	1	0	0	0	0
20 - 24	33	1	0	0	3	-	0	0	0	0	0	0	0	0	0	0
25 - 29	21	1	0	0	0	-	0	0	0	0	0	0	0	0	0	0
30+	6	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N/R	228	10	3	3	270	10	21	7	171	7	24	5	33	7	18	8
TOTAL	2,364	100%	90	100%	2,859	100%	300	100%	2,322	100	483	100	513	100	210	100

Source: Statistics Canada, University Faculty Salary Analysis System, 1974-1975.

Table B-6Full-time Teaching Staff in Ontario Universities *

	<u>%F</u>
1931	12.7
1936	14.7
1941	12.3
1946	12.3
1951	10.0

* Includes Arts, Letters, Pure Science and Professional Faculties

Source: Survey of Higher Education (Part II) of the Biennial
Survey of Education in Canada, 1950-52, p. 68.

APPENDIX C

STATUS OF WOMEN INFORMATION

(i) Status of Women InformationBROCK

- At Brock there has been no campus-wide investigation of the status of women.

A Status of Women Sub-committee of the Faculty Association was re-activated this year at the suggestion of the president. This committee has completed an investigation of maternity leave policy and a study of part-time faculty.

CARLETON

- In 1974/75, there was a Presidential Advisory Committee on Equal Rights for Men and Women. In 1975/76 the committee will be disbanded. Work will continue at the level of the faculty, staff and student associations. A committee composed of one representative for each association will make policy recommendations to the administration.
- A vice-presidential committee is currently studying the enrolment of part-time students to determine the reasons for the decreased participation of part-time students in professional fields.

GUELPH

- A Presidential Task Force was established in 1973 to study the status of all women in the university community: students, faculty and support staff. The terms of reference were the following:
 1. To identify any possible areas of discrimination based on sex, and,
 2. recommend suitable guidelines and procedures for the prevention of discrimination and the elimination of such discrimination should it exist.

The Committee's Report was published in September, 1975.

GUELPH (continued)

- The University of Guelph reports that faculty salaries have been reviewed on an annual basis for the past three years with a view to correcting salary anomalies. As a result of this on-going review, salary discrepancies had been virtually eliminated at all ranks, with the exception of the rank of lecturer. This latter finding is being investigated further.

LAKEHEAD

- Faculty

A status of women sub-committee is currently investigating two areas of concern to women faculty: salary and maternity leave policy.

- Students

Lakehead University reports an increase in the proportion of women enrolling in the science-related fields. This may be due in part to Lakehead's High School Liaison program which is geared to encourage women to consider such traditionally male fields as Engineering, Mathematics, and Forestry.

- In 1974/75, the Students' Council conducted a study to assess day care needs in the university and a study of student aid available to married women students. Neither study was available at this writing.

- Support Staff

While there are no specific policies with reference to the hiring and promotion of women, there is a written policy statement concerning Lakehead University's commitment to staff training and development. This policy emphasizes the importance of encouraging staff members to develop their abilities and ensuring maximum opportunity for promotion. Full-time staff members with prior approval may enrol in Lakehead "credit" courses tuition free. In addition, the university will pay 75% of tuition for an employee with prior approval to enrol in a job-related course outside the university.

LAURENTIAN

- In June of 1975, President E. Monahan announced the formation of a Presidential Advisory Committee on the Status of Women with the following terms of reference:

"to review the status of women at Laurentian University in their various roles as members of faculty, administration, academic support staff and the student body, and to recommend on all relevant matters so as to insure that all women members of the university community receive fair and equitable treatment in every aspect of the University's operations".

The committee's work is in progress.

McMASTER

- In 1971, a Report and Petition from the Group for Equal Rights at McMaster was submitted to senate. In response to the petition, the senate made recommendations which dealt with such areas as curriculum review, continuing education, part-time graduate study, increasing the number of women in graduate schools and the development of guidelines for recruitment to increase the number of women faculty.
- The Equal Rights Review and Co-ordinating Committee (ERRCC) of Senate was subsequently established with the following terms of reference:

"A special review and co-ordinating committee of all committees and sub-committees established by the recommendations of this report. This committee would report periodically to Senate and produce a full statement on progress and recommendations of further action to be taken."

- In addition, the President's Committee to Review Policies and Practices Relative to Equal Rights was established to look at non-academic staff. Both committees completed reports on actions taken.

McMASTER (continued)

- In June, 1973, the ERRCC reported to senate on actions taken. Some of the actions taken by individual faculties are summarized below:

1. Faculty of Business: Reported that the Undergraduate Admission Policy Reviewing Committee was placing greater stress on the recruitment of females and was attempting to seek the co-operation of Business and Professional Women's Groups in the community in its recruitment activities.
2. Faculty of Science: Requested information from the Registrar's Office on the Year I academic standing of male and female students, compared to their Grade 13 standing. The Committee reported that only female students with a high standing seemed to proceed to university, not only in Science but in other faculties. The women also seemed to enter with higher Grade 13 averages than men. The women in the Science fields tended to enrol primarily in honours programs.
3. Faculty of Engineering: The "Dean's Operating Committee Equal Rights" reported a vigorous campaign to recruit female students into engineering and to remove the bias against women in engineering that has existed in the past. The Faculty reported a marked increase in the number of women in engineering. In all probability, the increase noted above bears a direct relationship to the appointment of two women as Secondary School Liaison Officers with specific responsibilities to the faculties of Science and Engineering where there is a dearth of role models for female students, and to the student counselling service which is reportedly sensitive to the issue of developing aspirations of women students.
4. Graduate Council: A subcommittee of the graduate council conducted a study of the status of women in graduate work. The council accepted its recommendation for providing for half-time doctoral study.

McMASTER (continued)

5. Faculty of Humanities: The faculty of Humanities indicated that each of its departments would set up special counselling facilities to identify promising women students to encourage them to undertake graduate studies.

Part-time Students

McMaster University currently indicates that full-time and part-time programs are now of equivalent value in all faculties. In an attempt to make the university more accessible to part-time students, an increasing number of courses have been scheduled for late afternoon and evening. Library borrowing provisions for part-time students have been expanded to accommodate evening students.

Faculty

With reference to faculty, the following measures are in effect:

- A. In order to ensure equal rights in the appointment of faculty,
- i) at least one female faculty member is appointed to the Senate Committee on appointments.
 - ii) Deans make a special review of the academic vitae of all qualified women when appointments are being made.
 - iii) All positions must be advertised.
 - iv) Merit constitutes the only criterion relative to hiring. Familial relationships can no longer be a cause for denial of appointments.
- B. With regard to hiring and promotion, the Equal Right's Review and Co-ordinating Committee of Senate monitors the number of faculty appointed, their progression through the ranks, and ensures that all are considered for tenure.
- C. With regard to remuneration, salaries are reviewed by the university on an annual basis to identify and rectify salary anomalies.

McMASTER (continued)

- D. Special efforts are made to ensure that women are represented on all decision-making bodies, i.e., the Senate and its committees.
- E. With reference to part-time faculty, McMaster is considering a proposal to extend tenure to part-time staff.

Support Staff

With reference to support staff, the following policies are now in effect:

- i) To afford equal employment opportunities to all persons on the basis of qualifications and ability without regard to race, creed, colour, ancestry, place of origin, sex, marital status or age.
- ii) To take particular care to consider women candidates for positions traditionally held by men and men candidates for positions traditionally held by women.
- iii) To encourage the promotion of suitably qualified staff from within the University.
- iv) To advertise in good faith.
- v) To ensure that all relevant statutory requirements are met.

In addition, the following measures have been taken with reference to staff training and development:

To facilitate the training of staff for more responsible positions, plans are under way to make the 'Introduction to Supervision' course available to staff in working hours. Re-commencing in the Fall of 1975, the 'Introduction to Supervision' course will be offered in the evenings for the third consecutive year. One very rough measure of the success of the course may be the fact that nine of the twenty-nine McMaster participants in the 1973/74 course subsequently received promotions within the University.

McMASTER (continued)

To raise the level of consciousness regarding the changing role of women in society, a lunch-time series entitled 'Partnership at Work' was organized. About eighty women and men participated in the groups and recommendations from the groups will be published and circulated to the participants shortly.

At the suggestion of the Committee, Personnel Services is compiling information on local courses which may assist staff in career development. This will be widely publicized through individual mailings, 'Contact', and the McMaster University Staff Association (MUSSA) publication "Issue".

Finally, the President's Committee on Equal Rights is preparing a "Statement of Intent" designed to provide a mechanism whereby women may progress at an accelerated rate through the ranks to management positions at all levels.

OTTAWA

- A confidential study of the treatment and salaries of academic staff was conducted in 1972/73. The study revealed differences in the relative status of women and men. The decision was made to investigate further.
- In the spring of 1975, the Rector established a special committee on the status of women to review policies and practices regarding the hiring, promotion and remuneration of women faculty. The committee's work is in progress.

QUEEN'S

- In the summer of 1972, principal J. J. Deutsch appointed a committee to study the status of women at Queen's University. The terms of

QUEEN'S (continued)

reference of this study included women as (1) members of the academic faculty, (2) members of the administration, (3) academic support staff and, (4) students. The committee reported in February, 1974.

- In May of 1975, Queen's summarized the extent of progress to date in implementing the report's recommendations in a "Report on Actions taken on Recommendations of the Report of the Principal's Committee on the Status of Women at Queen's University". Some of the findings are summarized below:

Students

- i) Two women have been hired as high school liaison officers. The Secondary School Liaison Officers make a point of emphasizing opportunities for women in traditionally male fields.
- ii) The School of Business continues to develop its policy of bringing to the attention of women undergraduate students both at Queen's and elsewhere, the opportunities for women in business. The percentage of women in the MBA program is steadily rising and the percentage of women in the undergraduate programs is showing a similar trend.
- iii) The Faculty of Applied Science has reviewed its Admissions Brochures and calendars and now includes more photographs of women students.
- iv) The Faculty of Law has revised its publications with the aid of women students.
- v) The Faculty of Education reports that it actively encourages women to enter the Principal's courses.
- vi) The faculty of Medicine includes the following statement in the calendar:

QUEEN'S (continued)

"Gender is not considered in the selection process and there is no quota on the number of female applicants who will be admitted. It is our belief that equal opportunities exist for male and female graduates in the practice of medicine."

- vii) Women faculty are now represented on all admissions committees with the exception of Engineering and Graduate Admissions in the Business School.

FacultyHiring

- i) Women have been appointed to all hiring committees except in the faculties of Medicine, where there are few women and Engineering, where there are no women.

Salary

- ii) After a review of salaries (conducted by the deans and department heads) in the spring of 1974, the average increase in salary for all faculty was 10.3% while the average increase for women was 11.6%. At the same time, 11% of women faculty were promoted while the average percentage of faculty promoted was 8.5%. The sum of \$12,900 over and above the amount normally allotted was added to the salaries of women faculty.
- iii) In November, 1974, a 'peer-pairing' analysis was completed and a further \$21,650 was distributed among 26 individuals in the Faculties of Arts & Science and Nursing. \$1,300 was allotted to raise the salaries of male faculty found to be earning less than similarly qualified women.

In the Spring of 1975 a further peer pairing procedure was conducted as part of the annual salary review. As a result, the average salary increase for women faculty members was .2% higher than the university average for faculty members at the same salary levels.

Appointment and Promotion

- iv) As the Status of Women Committee recommended, there will be a review of departmental procedures concerning appointment levels and qualifications of faculty.
- v) The Faculty of Arts and Science will study all applications submitted by women before a decision to hire is taken.
- vi) The Principal will establish a review committee in November, 1975, to undertake an analysis of appointment and promotion patterns.
- vii) The University has adopted the following policy:

"All decisions affecting appointment, promotion and tenure be made only on the basis of relevant criteria and that marital status or relationship to any other member of the University community be explicitly recognized as irrelevant."

Full-Time Non-Academic Staff

In 1974 the average salary increase for female administrative staff was 10.79% while for men it was 8.65%. Staff members in the lower salary grades received a higher percentage increase.

Day Care

Since the Status of Women Committee reported, new day care facilities have been provided by the University. The centre has been incorporated as a co-operative and now qualifies for provincial assistance. A government grant will enable renovations. When these are completed the centre will accommodate 35 - 45 children.

Ban Righ Foundation

In the Fall of 1973 the Ban Righ Foundation for Continuing Education for Women was established to serve as a resource centre for the academic and social interests of women students. Its establishment was prompted by the increasing enrolment of women in all disciplines. The Centre is intended to provide a forum for women who are attending Queen's

either for the first time or for those who are returning to university after time away from formal study. The Foundation provides a counselling service, and offers encouragement and advice about how to overcome some of the problems facing women who wish to return to study.

TORONTO

Students

- In May of 1972 the Graduate Students' Union conducted a study of assistants at the University of Toronto. It found that proportionally fewer women than men are hired as graduate Assistants in the School of Graduate Students, particularly in the Humanities and Social Sciences Divisions.
- A second study conducted in the Spring of 1973 on graduate student incomes found that proportionally fewer women than men received grants in the School of Graduate Studies. This report recommended a program to ensure equal access for women to grants and assistantships. As far as could be ascertained there has been no follow-up to either report.

Faculty

- The provost's Advisory Committee on Full-time Faculty reported in April, 1974. The committee considered the employment conditions of over 300 faculty members above the rank of instructor. After a matched peer analysis, salary adjustments totalling \$79,851 were made in 52 cases. The average size of the award was \$1,535.

Support Staff

- In 1973 a task force was established to examine personnel policy issues as they affect the status of non-academic women at the University of Toronto and to make recommendations to the appropriate committees. The terms of reference of the task force were as follows:

i) "Review existing employment policy statements and current

TORONTO (continued)

practices with a view to identifying factors which inhibit existing policies from being implemented.

- ii) Develop and recommend new policies where needed which will:
 - (a) encourage career identification with the University
 - (b) facilitate job enrichment
 - (c) facilitate career development opportunities
- iii) Develop and recommend new policies where needed for ending any existing sex discrimination, and for breaking down sex-typing of employment categories.
- iv) Review those aspects of the Universities budgeting procedures which affect working conditions and salaries and to recommend possible changes relative to non-academic staff."

A Preliminary Report on the Status of Non-Academic Women was published March 21, 1975, as a supplement to the University of Toronto's "Bulletin". It recommended that the University adhere to existing personnel policies and principles and that it make a restatement of these principles. Also recommended were the following: that the University take strong measures to increase career awareness and promotion; that attention be given to counselling, the publication of career ladders, and upgrading courses; that remuneration inequities be corrected; and that a monitoring mechanism be set up for departments where the number of women is clearly out of keeping with the number of potential candidates.

- Dr. Daniel G. Hill has recently been appointed as Special Advisor within the Office of the Vice-President, Internal Affairs. He is currently designing an affirmative action program to improve the employment opportunities of women and minority groups on the non-academic staff.

TRENT

- A Presidential Advisory Committee on the Status of Women at Trent was established in June, 1974. It's terms of reference were as follows:

"The Committee will review the Status of Women at Trent in their roles as members of the academic faculty, support staff and students. The Committee will make whatever recommendations it deems necessary and appropriate to ensure that all women members of the university community receive equitable and non-discriminatory treatment in every aspect of the university's operations."

The first interim report on the Status of Women Support Staff was published in June, 1975. Among other recommendations, the Committee advocated that strong and persistent efforts be made university-wide to recruit and promote qualified women for positions in higher paid categories and into what have been 'traditional' male job areas. Further, the committee recommended that the Personnel Office take an active role in identifying and correcting possible discriminatory practices with particular attention to low paying female dominated job categories.

WATERLOO

- In 1972 the President's Advisory Committee on the Status of Women was established with the following terms of reference:

- i) "To review and document the current situation and practices with respect to women and men of the faculty, staff and student body.
- ii) To make proposals for continuing review and formulation of recommendations on any changes in policies or practices that may be necessary or desirable and for appropriate structures, e.g., committees of Senate or Board of Governors or other committees, to accomplish these ends."

- The report of the committee was published in 1973.

In May, 1974, an important recommendation made by the committee was implemented and a permanent President's Advisory Committee on Equal Rights (PACER) was established with the following terms of reference:

WATERLOO (continued)

- i) To keep under review efforts to recruit women and men as students, faculty, and staff in all departments of the University and to monitor the programs of the University with respect to applicability and availability to women and men.
- ii) To review printed material published on campus with respect to its applicability to both sexes.
- iii) To review cases of alleged denial of equality on the basis of sex.
- iv) To advise the President from time to time in regard to these and other matters having to do with equality of men and women.

- In April, 1975, memos concerning Equal Opportunities for Women were issued by the Vice-President, Academic and the Vice-President, Finance and Operations recommending on-going measures to improve the status of women within their respective jurisdictions. These memos had the full support of the Executive Council and the President of the University. (memos follow).

- An Ad Hoc Advisory Committee on Equity of Salary, Promotion and Tenure of Women Faculty Members was established in April, 1975. Its terms of reference are the following:

- i) Recommend a procedure (technique) for determining that there is equity of employment conditions and opportunity of individual women faculty members in comparison with men colleagues. The procedure should provide for consideration of salary, promotion and tenure in relation to academic qualification and achievement.
- ii) Recommend the person(s) who should be responsible for making the comparisons and for recommending any changes that may be necessary or desirable.

WATERLOO (continued)

MEMORANDUM

1 April, 1975

To: Deans, Chairmen and All Faculty
From: T. A. Brzustowski
SUBJECT: EQUAL OPPORTUNITIES FOR WOMEN

Recent discussions with PACER (President's Advisory Committee on Equal Rights) have convinced me that the University community could become more active in ensuring that the same opportunities in undergraduate, graduate and postdoctoral study, and in faculty appointments, are extended to women as to men.

At the present time, there are few women holding faculty appointments at the University of Waterloo and a smaller number holding post-doctoral appointments. Women graduate students are a small minority in a number of disciplines and women undergraduates are still rare in at least one Faculty.

"The Ontario Human Rights Code" requires that the University must have policies which ensure equal rights for women in all areas of its operations and that these policies must be followed strictly. The policies and procedures of the University of Waterloo governing faculty and post-doctoral appointments, graduate admissions and support, and undergraduate admissions and awards do, in fact, ensure equal rights for women. However, even when these policies are followed strictly, and with the best intentions, the numbers of women in certain areas continue to be small. These small numbers reflect the limited availability of qualified applicants. This situation, in turn, probably has its roots in the attitudes and in the perceptions of opportunity which prevail in the community served by the University.

However, in my opinion, the University community is in a position to show leadership on this issue by not taking a passive stance. Certain measures, which can be implemented immediately, might compensate to some extent for the imbalances which now exist in the various pools of candidates. Other measures might have only long-term effects. In either case, broad support in the University community is required if any significant changes are to be achieved.

I wish to encourage action in the following areas:

1. Undergraduate Admissions

Active encouragement of qualified women to apply for undergraduate

WATERLOO (continued)

Equal Opportunities for Women

study is called for in a number of Faculties, most notably Engineering. Women presently enrolled in the undergraduate programmes have a significant role to play in this process. The Faculty of Engineering has already embarked on such a programme and it will be interesting to see what success they have.

To keep the University community informed of developments in this area, I shall ask the Associate Deans for Undergraduate Studies to report to the Undergraduate Council on a regular basis what their Faculties are doing to attract women undergraduates and to what extent such actions have influenced applications and enrollments.

2. Undergraduate Research Assistantships and Summer Research Positions

Since the award of such Assistantships or of summer jobs on research projects has a possible steering effect on the eventual decision of people to enter graduate school, faculty members offering these positions should make sure that women undergraduates have the same opportunity as men to apply for them.

Again, I shall be asking the Associate Deans for Undergraduate Studies to report to the Undergraduate Council, term by term, on the numbers of men and women receiving such positions.

3. Graduate Studies

Individual members of faculty, as well as departmental and faculty committees, should ensure that the opportunities for graduate study in all areas are brought to the attention of possible women applicants, that applications from qualified women are treated equally with those from qualified men at every step of the selection process, and that graduate support, regardless of source, is available equally to qualified men and women graduate students. Care should also be taken to ensure that men and women Teaching Assistants receive equal pay for equal work.

I shall be asking the Dean of Graduate Studies to report to the Graduate Council, term by term, on the numbers of women applying, admitted and awarded support in each graduate programme.

4. Postdoctoral Study

Postdoctoral study is becoming a requirement for an appointment to the faculty in an increasing number of University Departments. Consequently, efforts should be continued to make postdoctoral appointments equally accessible to men and women. To this end, any advertising of such positions should specifically encourage applications from qualified women.

WATERLOO (continued)

Equal Opportunities for Women

Faculty members seeking postdoctoral candidates by consultation with their colleagues at other universities should seek recommendations of both men and women applicants. The stipends offered to successful applicants should, of course, be the same for men and women.

I shall be asking the Deans to report to Senate annually on the numbers of women seeking and receiving postdoctoral appointments in their Faculties.

5. Faculty Appointments

Since the number of new appointments made by the University in the near future will be quite small, an effort should be made to seek qualified women applicants for each vacancy. I intend to take an active role in this connection. In particular, in considering a Dean's recommendation for a new appointment, I shall look for evidence that the appointment was advertised in such a way as to encourage applications from qualified women. I shall also ask the Dean for a report on the number of applications from women, on the qualifications of these applicants, and on the basis for selecting the successful applicant.

It must always be the University's policy to appoint only well-qualified candidates, and it is the law of the land that all applicants must be judged only on their qualifications for the post they seek. If the number of women faculty members at Waterloo is to increase, it is important that special efforts should be made to identify qualified women and encourage them to apply for any new appointments which become available.

I hope that I may count on the support of all members of the University community in the measures described here. I would be pleased to receive suggestions on their implementation and on any other steps which could be taken to achieve, in practice, the equality of opportunity for women which is already available in theory.

T. A. Brzustowski
Vice-President, Academic

TAB/1

WATERLOO (continued)

MEMORANDUM

April 10, 1975

To: Deans
All Faculty Department Chairmen
All Non-Faculty Department Heads

From: A. B. Gellatly

Subject: Equal Opportunities for Non-Teaching Staff

The University is committed to equal consideration for men and women in both recruitment and promotion of non-teaching staff.

The Personnel Department has the responsibility to obtain and recommend candidates to Department Heads for filling open positions through recruitment and promotion. The Personnel Department will endeavour to bring forward qualified candidates of both sexes for a Department Head's consideration. The final decision, however, is made by a Department Head and I am asking that each Department Head ensures that the principle of providing men and women with equal opportunities is true in fact and not just in theory. I am asking the Director of Personnel to inform me if, in his opinion, any Department Head is not giving real consideration to candidates of both sexes in making a selection for appointment or promotion.

The Personnel Department will ensure that, in all advertising, no preference as to sex of the applicant is indicated.

I am also asking the Director of Personnel to maintain records indicating the number of technical, professional and management positions available, the number of qualified men and women applicants, and the number of men and women appointed or promoted. From such records I am asking him to prepare a summary report quarterly. This report will be available for public examination.

I thank all Department Heads, in advance, for co-operating with the Personnel Department in ensuring that the University fulfills its commitment to equal opportunity for men and women.

Vice-President,
Finance and Operations

ABGellatly/kh

WATERLOO (continued)

- It is expected that in the fall of 1975 a Committee will be established to study in detail the status of women support staff.

Special Project

The University of Waterloo Report to the OCUA in the Spring of 1975 indicates that efforts are being made to raise funds to catalogue Waterloo's substantial collection of books, journals, letters and manuscripts relating to the study of women. This project is entitled H.E.R.S.-- Higher Education Resources for the study of women.

WESTERN

- The President's Advisory Committee on the Status of Women was appointed in 1972. In its OCUA brief, 1975, Western outlines the history and the terms of reference of this committee:

Terms of Reference

- i) To investigate the current situation on campus with respect to the status of women;
- ii) To examine all relevant Provincial Legislation on the matter;
- iii) To examine relevant current campus procedures and policies with respect to the status of women;
- iv) To gather pertinent data with respect to salaries, promotions and appointments of women on campus;
- v) To examine the Faculty Handbook and other University publications and documents to ensure that current legislation on the status of women is being observed.

The Committee was reconstituted by the President in 1974 to include representatives of the faculty, the staff and the students. The focus of the original Committee was primarily on faculty members. With the exception of a study of women's salaries (academic) which was assigned to a special committee, the terms of reference were unchanged.

The Committee Reported in September, 1975.

WESTERN (continued)Students

- The Educational Psychology Department at Western conducted an attitudinal study which investigated large and small, rural and urban high schools. This report, known as the Frisch Report, found that women students generally hold low educational expectations. In an effort to combat this attitude on the part of women students, a Secondary School Liaison office has been set up in the Registrar's office. The Liaison office has revamped many of Western's official publications, specifically with women students in mind. The office has also hired a female liaison officer who travels to provincial high schools with two other officers. They make a point of speaking, in particular, to women students in the school, in an effort to encourage them to enter Honours programs, and those programs traditionally stereotyped as male. The Western Engineering pamphlet has a special section on "Women and Engineering" which makes an effort to encourage women students to enter this field.

Faculty

- A separate Presidential Advisory Committee on Women's Salaries (Academic) is surveying the situation with regard to the salaries of full-time women faculty members above the rank of Instructor. The report will inform the President of any inequities between male and female salaries and will propose methods to ensure comparable treatment of all faculty members regardless of sex. A study is also being made of the deleterious effects that salary inequities may have had on pensions.

Support Staff

- A training officer whose concern is the career development of support staff has been hired by the University. Already three different programs have been developed and one offered. They are:

- i) First Line Supervisory Development Program:

- The program allows staff to make inroads to senior administration. Additional courses are planned for subsequent years and a more advanced program will be offered in the next year.

WESTERN (continued)

- ii) The Personnel Department has given and is prepared to conduct a number of one-day seminars relating to specific subjects and skills, e.g., "Interviewing Skills" and "Communication and Effective Supervision."
- iii) An orientation program for all new staff.

It is felt that these programs represent a beginning for career development within the University and that women in particular will avail themselves of this opportunity for development.

WILFRID LAURIER

- A Status of Women Committee of the Wilfrid Laurier Faculty Association conducted an informal study of female and male faculty salaries. The report was completed in 1974. The salary study found no evidence of discrimination on a university-wide basis. Salaries at the lecturer level will be examined further.
- The Faculty Association has recently expanded its status of women committee to include representatives from support staff and students. The committee continues to function on an informal basis.
- A study of day care needs was conducted in the spring of 1975. The results were not available at the time of this writing.

WINDSOR

In 1972 the Faculty Association Subcommittee on the Status of Women Academics at Windsor University was formed. The study's terms of reference were to investigate the status of full-time women faculty at the university and to report its findings and recommendations to the general membership. The study was published in 1974.

WINDSOR (continued)

- A permanent President's committee on equal rights has been established. The committee is headed by the President and has representation from all groups on campus: students, faculty and staff. The University has stated its intention to make available to the committee all necessary data and information.
- The University plans to make special efforts to hire qualified women when positions become available. With this end in mind a questionnaire has been sent to department heads and deans to acquire information concerning hiring policies and practices. The President is to make a positive statement in this regard.
- An Anomaly Fund Committee for Faculty Women has been formed to examine anomalies regarding remuneration. The Committee makes recommendations to the President and is composed of the Senior Vice-President, two members appointed by the Faculty Association Executives, and two members of the sub-committee on the Status of Women Academics.
- A study investigating the salary of librarians at Windsor is now in progress and should be completed in the near future.

YORK

The Senate Task Force on the Status of Women at York University reported early in 1975 on the status of all women at York University. The Task Force made recommendations concerning full and part-time faculty, professional librarians, support staff, students, faculty hiring practices, pension and insurance plans, union agreements with the University, maternity leave and benefits, counselling, health care, child care, continuing education, student funding and other general areas of concern to women.

In a report to the Senate, April 24, 1975, President MacDonald stated with reference to implementation of the Task Force's recommendations, that he wished "to proceed in a manner that would become a model

YORK (continued)

for other universities to follow." Professor Jane Haynes has been appointed "implementor" of the report and is directly responsible to the President.

The following steps were reported to have been taken toward implementation:

- : A Presidential Committee to Review Full-time Faculty Salaries has been established. The Status of Women Task Force identified an average salary difference of \$500. It is anticipated that a peer-pairing review will be conducted.
- : A Presidential Committee is investigating the situation of professional librarians.
- : A Senate Committee is to be convened in the fall of 1975 to further investigate the situation of part-time faculty.
- : A Presidential Committee on Staff Compensation and Personnel Policies will be investigating the recommendations concerning support staff.

Additional InformationWomen's Workshop

A Women's Workshop has been organized in the counselling and development department. There are four aspects to the program:

- i) drop-in
- ii) group work which includes sensitivity and assertiveness training as well as consciousness raising
- iii) feminist counselling
- iv) seminars on subjects of interest to women such as sex-role stereotyping, women and medicine, etc.

Women students and employees participate in the workshop program.

YORK (continued)Breakthrough: A York Feminist Magazine

Breakthrough was started in January, 1975, by a group of women who believe that there is a need for a forum for feminist opinion on campus. The Magazine is operated as a collective and all decision making and jobs are shared. The magazine is designed for all groups on campus--women students, faculty and staff. It is published every two months during the academic year.

Research Centre for Women's Studies

The library at Stong College houses specialized research materials, books, clippings, etc. on women which are not available in the main library. The research centre, which will be in operation in the fall of 1975, is researching and collecting materials relating to women's studies.

Harbinger

Student Health Services (Harbinger) provide counselling for women students in such areas as sexuality, birth control, unplanned pregnancy.

York Women's Centre

The York Women's Centre officially opened this fall. The centre provides information on the many activities and services for women at York University. In addition, the centre refers women to agencies and services in the community. The centre staff have compiled information on women's studies and counsel students interested in women's courses. In addition to the information service provided, the centre sponsors such activities as film series, book fairs, poetry readings and political discussions.

APPENDIX D

STUDENT STATISTICS BY INSTITUTION

(ii) Student StatisticsTable D-1BROCK UNIVERSITYFull-time Undergraduate Students by Sex and Field 1973/74

<u>Field</u>	<u>%F.</u>	<u>Total no. students</u>	<u>%F/ total F.</u>	<u>%M/ total M.</u>
Arts & Science General	39	704	36	34
Education	43	97	5	4
Fine & Applied Arts	51	63	4	2
Humanities & Related	49	342	22	14
Social Sciences & Related	37	522	25	26
Agriculture & Bio. Science	27	151	5	9
Mathematics & Phys. Science	13	159	3	11
Total	38%	2,038	100	100

Source: U.S.I.S. Statistics Canada Tabulations 1973/74.

Part-time Undergraduate Students by Sex and Field 1973/74

<u>Field</u>	<u>%F.</u>	<u>Total no. students</u>	<u>%F/ total F.</u>	<u>%M/ total M.</u>
Arts & Science General	65	1,056	73	54
Education	59	34	2	2
Fine & Applied Arts	50	8	--	1
Humanities & Related	65	161	11	8
Social Sciences & Related	37	381	13	29
Agriculture & Bio. Science	30	20	1	2
Mathematics & Phys. Science	13	30	--	4
Total	58	1,627	100	100

Source: U.S.I.S. Statistics Canada Tabulations 1973/74

Graduates

In 1973/74 there were 48 graduate students at Brock University. Because of the small size of the graduate school, further breakdowns are not given.

CARLETONUndergraduate Students by Sex and Field

Field	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	39%	1,254	18%	18%	55%	350	20%	15%
Education	-	-	-	-	-	-	-	-
Fine & Applied Arts	71	129	3	1	76	46	4	1
Humanities & Related	55	1,851	39	19	58	550	33	22
Social Sciences & Related	38	2,059	30	29	43	886	40	47
Agriculture & Bio. Sci.	31	384	5	6	23	43	1	3
Engineering & App. Sci.	6	830	2	18	5	40	-	4
Health Professions & Occ.	-	-	-	-	-	-	-	-
Mathematics & Phys.Sci.	18	476	3	9	20	113	2	9
Specialty not reported	-	-	-	-	-	-	-	-
Total	38%	6,983	100%	100%	47%	2,028	100%	100%

Graduate Students by Sex and Field

Field	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	-	-	-	-	-	-	-	-
Education	-	-	-	-	-	-	-	-
Fine & Applied Arts	-	-	-	-	-	-	-	-
Humanities & Related	40%	83	18%	11%	44%	75	40%	12%
Social Sciences & Related	37	342	70	49	21	198	51	45
Agriculture & Bio. Sci.	28	29	5	5	17	18	4	4
Engineering & App. Sci.	2	83	1	19	2	107	2	31
Health Professions & Occ.	-	-	-	-	-	-	-	-
Mathematics & Phys.Sci.	13	83	6	16	10	29	4	8
Specialty not reported	-	-	-	-	-	-	-	-
Total	29%	620	100%	100%	19%	427	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

GUELPHUndergraduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # students	%F/ Total F.	%M/ Total M.	%F.	Total # students	%F/ Total F.	%M/ Total M.
Arts & Sci. General	49%	966	14%	11%	67%	143	45%	25%
Education	43	220	3	3	-	-	-	-
Fine & Applied Arts	62	231	4	2	62	29	9	6
Humanities & Related	54	575	9	6	54	65	17	16
Social Sciences & Related	39	1,241	14	17	51	83	20	22
Agriculture & Bio. Sci.	44	3,839	51	49	34	47	8	16
Engineering & App. Sci.	9	266	1	6	-	5	-	3
Health Professions & Occ.	-	-	-	-	-	-	-	-
Mathematics & Phys.Sci.	25	369	3	6	16	31	2	14
Specialty not reported	-	-	-	-	-	-	-	-
Total	43%	7,707	100%	100%	53%	403	100%	100%

Graduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # students	%F/ Total F.	%M/ Total M.	%F.	Total # students	%F/ Total F.	%M/ Total M.
Arts & Sci. General	-	-	-	-	-	-	-	-
Education	32%	19	5%	3%	35	29	26%	19
Fine & Applied Arts	-	-	-	-	-	-	-	-
Humanities & Related	37	38	12	6	58	12	18	5
Social Sciences & Related	29	75	18	13	36	28	26	18
Agriculture & Bio. Sci.	19	255	41	51	15	47	18	39
Engineering & App. Sci.	-	8	-	2	-	3	-	3
Health Professions & Occ.	-	-	-	-	-	-	-	-
Mathematics & Phys.Sci.	26	23	5	4	-	-	-	2
Specialty not reported	22	107	19	21	-	21	11	15
Total	22%	526	100%	100%	27%	120	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

LAKEHEADUndergraduate Students by Sex and Field

Field	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>
Arts & Sci. General	36%	131	7%	7%	67%	710	57%	45%
Education	49	402	29	18	54	13	1	1
Fine & Applied Arts	-	-	-	-	-	-	-	-
Humanities & Related	53	155	12	6	65	142	11	10
Social Sciences & Related	31	454	21	27	52	415	26	38
Agriculture & Bio. Sci.	29	123	5	8	21	19	1	3
Engineering & App. Sci.	4	296	2	25	-	5	-	1
Health Professions & Occ.	97	127	18	-	92	26	3	1
Mathematics & Phys.Sci.	24	132	5	9	47	19	1	2
Specialty not reported	-	-	-	-	-	-	-	-
Total	37%	1,821	100%	100%	61%	1,349	100%	100%

GRADUATES

In 1973/74, 10 women and 59 men were enrolled as full-time graduates at the Lakehead; 16 women and 41 men were studying part-time. Because of small numbers, further breakdowns are not provided.

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

LAURENTIANUndergraduate Students by Sex and Field

<u>Field</u>	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>
Arts & Sci. General	43%	624	27%	27%	68%	2,289	61%	58%
Education	41	229	9	10	9	11	-	1
Fine & Applied Arts	-	-	-	-	-	-	-	-
Humanities & Related	66	420	28	11	69	516	15	13
Social Sciences & Related	35	792	28	39	55	720	17	26
Agriculture & Bio. Sci.	23	43	1	2	25	8	1	1
Engineering & App. Sci.	-	42	-	3	-	3	-	-
Health Professions & Occ.	100	44	4	-	100	1	-	-
Mathematics & Phys.Sci.	18	124	2	8	12	41	-	3
Specialty not reported	-	-	-	-	-	-	-	-
Total	43%	2,318	100%	100%	65%	3,589	100%	100%

GRADUATES

In 1973/74 there were four women and ten men studying full-time at the graduate level; 7 women and 37 men studying part-time.

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74

McMASTERUndergraduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	45%	1,793	27%	25%	63%	2,427	97%	86%
Education	55	719	13	8	20	5	-	-
Fine & Applied Arts	66	125	3	1	100	1	-	-
Humanities & Related	64	660	14	6	50	6	-	-
Social Sciences & Related	41	1,972	27	29	26	47	-	3
Agriculture & Bio. Sci.	25	314	3	6	100	1	-	-
Engineering & App. Sci.	3	590	1	14	-	-	-	-
Health Professions & Occ.	65	471	10	4	-	-	-	-
Mathematics & Phys.Sci.	24	387	3	7	19	129	2	10
Specialty not reported	-	-	-	-	-	-	-	-
Total	43%	7,031	100%	100%	61%	2,616	100%	100%

Graduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	-	-	-	-	59 women out of 514 students were enrolled as part-time students. 50 women were enrolled in Humanities and Social Sciences.			
Education	40	5	1	-				
Fine & Applied Arts	-	-	-	-				
Humanities & Related	30	228	28	17				
Social Sciences & Related	23	438	41	37				
Agriculture & Bio. Sci.	33	48	7	4				
Engineering & App. Sci.	4	142	2	15				
Health Professions & Occ.	34	50	7	4				
Mathematics & Phys.Sci.	14	257	15	24				
Specialty not reported	-	-	-	-				
Total	21%	1,168	100%	100%				

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

OTTAWAUndergraduate Students by Sex and Field

Field	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	54%	1,465	26%	15%	71%	1,918	76%	60%
Education	44	685	10	8	46	22	1	1
Fine & Applied Arts	56	260	5	3	77	75	3	2
Humanities & Related	53	865	15	9	67	266	10	9
Social Sciences & Related	25	2,105	17	35	36	311	6	21
Agriculture & Bio. Sci.	50	814	13	9	84	38	2	1
Engineering & App. Sci.	3	450	0	10	-	24	-	3
Health Professions & Occ.	58	577	11	5	100	24	1	-
Mathematics & Phys.Sci.	24	390	3	7	35	21	1	3
Specialty not reported	-	-	-	-	-	-	-	-
Total	40%	7,611	100%	100%	66%	2,724	100%	100%

Graduate Students by Sex and Field

Field	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	-	-	-	-	-	-	-	-
Education	39	179	24	15	25	775	47	45
Fine & Applied Arts	-	-	-	-	-	-	-	-
Humanities & Related	34	184	22	16	31	369	28	19
Social Sciences & Related	29	441	45	42	20	473	23	29
Agriculture & Bio. Sci.	20	49	4	5	22	18	1	1
Engineering & App. Sci.	3	106	1	14	2	52	-	4
Health Professions & Occ.	20	20	1	2	13	8	-	1
Mathematics & Phys.Sci.	18	60	4	7	5	21	-	2
Specialty not reported	-	-	-	-	-	-	-	-
Total	28%	1,039	100%	100%	24%	1,716	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

QUEEN'SUndergraduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # students	%F/ Total F.	%M/ Total M.	%F.	Total # students	%F/ Total F.	%M/ Total M.
Arts & Sci. General	52%	2,566	39%	27%	Figures not available			
Education	57	932	16	9				
Fine & Applied Arts	72	281	6	2				
Humanities & Related	63	389	7	3				
Social Sciences & Related	32	1,620	15	23				
Agriculture & Bio. Sci.	43	244	3	3				
Engineering & App. Sci.	3	1,232	1	25				
Health Professions & Occ.	59	574	10	5				
Mathematics & Phys.Sci.	33	2,291	2	3				
Specialty not reported	-	9	-	-				
Total	42%	8,068	100%	100%				

Graduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # students	%F/ Total F.	%M/ Total M.	%F.	Total # students	%F/ Total F.	%M/ Total M.
Arts & Sci. General	-	-	-	-	-	-	-	-
Education	27	11	2	1	14	140	29	34
Fine & Applied Arts	-	-	-	-	-	-	-	-
Humanities & Related	38	184	37	15	32	75	37	34
Social Sciences & Related	15	437	34	48	11	126	22	32
Agriculture & Bio. Sci.	34	56	10	5	44	9	6	1
Engineering & App. Sci.	1	105	1	13	0	26	0	7
Health Professions & Occ.	25	20	3	2	40	5	3	1
Mathematics & Phys.Sci.	17	154	14	17	5	38	3	10
Specialty not reported	-	-	-	-	-	-	-	-
Total	20%	967	100%	100%	16%	419	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

TORONTOUndergraduate Students by Sex and Field

Field	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>
Arts & Sci. General	46%	9,997	48%	48%	67%	6,729	95%	89%
Education	52	1,893	10	7	24	266	2	9
Fine & Applied Arts	50	244	1	1	50	8	-	-
Humanities & Related	-	2	-	-	-	-	-	-
Social Sciences & Related	21	469	1	3	-	-	-	-
Agriculture & Bio. Sci.	84	258	2	-	-	-	-	-
Engineering & App. Sci.	4	2,855	1	20	7	43	-	2
Health Professions & Occ.	46	2,779	14	11	99	132	3	-
Mathematics & Phys.Sci.	-	-	-	-	-	-	-	-
Specialty not reported	-	-	22	19	-	-	-	-
Total	42%	4,064	100%	100%	32%	6,728	100%	100%

Graduate Students by Sex and Field

Field	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>
Arts & Sci. General	-	-	-	-	-	-	-	-
Education	45	495	18	10	27	1,525	53	52
Fine & Applied Arts	54	140	6	2	32	37	2	1
Humanities & Related	38	1,281	39	28	46	476	28	12
Social Sciences & Related	32	933	24	22	23	363	11	13
Agriculture & Bio. Sci.	30	145	4	4	34	38	2	1
Engineering & App. Sci.	4	459	2	15	1	311	1	14
Health Professions & Occ.	30	237	6	6	27	77	3	3
Mathematics & Phys.Sci.	9	402	3	13	11	97	1	4
Specialty not reported	-	-	-	-	-	-	-	-
Total	30%	4,092	100%	100%	27%	2,924	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

TRENTUndergraduate Students by Sex and Field

<u>Field</u>	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>
Arts & Sci. General	45%	1,180	64%	67%	58%	463	71%	65%
Education	-	-	-	-	-	-	-	-
Fine & Applied Arts	-	-	-	-	-	-	-	-
Humanities & Related	53	281	18	14	61	70	11	9
Social Sciences & Related	47	253	14	14	48	133	17	23
Agriculture & Bio. Sci.	40	48	2	3	25	4	-	1
Engineering & App. Sci.	-	-	-	-	-	-	-	-
Health Professions & Occ.	-	-	-	-	-	-	-	-
Mathematics & Phys.Sci.	27	41	1	3	17	6	-	2
Specialty not reported	-	-	-	-	-	-	-	-
Total	46%	1,803	100%	100%	56%	676	100%	100%

GRADUATES

Trent University had seven students at the graduate level in 1973/74

Source: U.S.I.S. Statistics Canada Tabulations 1973/74

WATERLOOUndergraduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	36%	1,698	19%	13%	62%	494	62%	47%
Education	56	1,005	18	5	50	8	1	1
Fine & Applied Arts	62	85	2	-	47	19	13	3
Humanities & Related	54	533	9	3	65	101	15	9
Social Sciences & Related	41	1,720	22	12	51	146	-	18
Agriculture & Bio. Sci.	32	260	3	2	33	6	-	1
Engineering & App. Sci.	3	2,944	2	34	11	9	-	2
Health Professions & Occ.	16	225	1	2	-	4	7	1
Mathematics & Phys.Sci.	25	3,181	25	28	30	107	-	19
Specialty not reported	-	-	-	-	-	-	-	-
Total	27%	11,651	100%	100%	55%	894	100%	100%

Graduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	-	-	-	-	-	-	-	-
Education	8%	12	1%	1%	50	2	2	-
Fine & Applied Arts	-	-	-	-	-	-	-	-
Humanities & Related	37	188	33	12	30	95	45	14
Social Sciences & Related	31	274	39	20	21	97	32	16
Agriculture & Bio. Sci.	23	61	7	5	25	8	3	1
Engineering & App. Sci.	4	322	7	32	2	266	7	53
Health Professions & Occ.	-	5	-	1	100	1	2	-
Mathematics & Phys.Sci.	10	327	15	30	7	85	10	16
Specialty not reported	-	-	-	-	-	-	-	-
Total	19%	1,189	100%	100%	11%	554	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

WESTERNUndergraduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # stu-dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu-dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	41%	4,006	30%	31%	67%	2,213	72%	59%
Education	53	693	7	4	35	34	1	2
Fine & Applied Arts	64	624	7	3	67	49	2	1
Humanities & Related	58	1,417	15	8	61	227	7	7
Social Sciences & Related	39	3,050	21	25	54	591	16	22
Agriculture & Bio. Sci.	42	982	7	8	54	46	1	2
Engineering & App. Sci.	1	499	-	7	17	12	-	1
Health Professions & Occ.	51	1,130	10	7	95	21	1	0
Mathematics & Phys.Sci.	24	655	3	7	21	88	1	6
Specialty not reported	-	1	-	-	-	-	-	-
Total	43%	13,067	100%	100%	63%	3,281	100%	100%

Graduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # stu-dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu-dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	-	-	-	-	-	-	-	-
Education	50	18	3	1	43	14	7	3
Fine & Applied Arts	50	16	3	1	44	9	5	2
Humanities & Related	46	332	48	15	40	92	45	19
Social Sciences & Related	11	692	23	53	15	111	21	33
Agriculture & Bio. Sci.	32	57	6	3	21	14	24	4
Engineering & App. Sci.	5	76	1	6	2	66	1	23
Health Professions & Occ.	29	128	12	8	46	26	5	5
Mathematics & Phys.Sci.	9	168	5	13	8	39	4	13
Specialty not reported	-	-	-	-	-	-	-	-
Total	21%	1,487	100%	100%	22%	371	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

WILFRID LAURIERUndergraduate Students by Sex and Field

<u>Field</u>	<u>Full-time-1973/74</u>				<u>Part-time, 1973/74</u>			
	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>
Arts & Sci. General	46%	82	5%	3%	49%	1,304	42%	43%
Education	-	-	-	-	-	-	-	-
Fine & Applied Arts	73	73	7	1	58	45	2	1
Humanities & Related	53	515	35	17	59	333	13	9
Social Sciences & Related	27	1,432	49	72	49	1,360	43	45
Agriculture & Bio. Sci.	26	61	2	3	9	11	-	1
Engineering & App. Sci.	-	-	-	-	-	-	-	-
Health Professions & Occ.	-	-	-	-	-	-	-	-
Mathematics & Phys.Sci.	28	69	2	3	34	38	1	2
Specialty not reported	-	-	-	-	-	-	-	-
Total	35%	2,232	100%	100%	46%	3,091	100%	100%

GRADUATES

Full-time - In 1973/74, women comprised 47% (96 women, 110 men) of the full-time graduate enrolment.

Part-time - In 1973/74, 15 women and 41 men were enrolled in the part-time graduate program. All were enrolled in Humanities or Social Sciences.

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

WINDSORUndergraduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	40%	217	5%	4%	78%	575	28%	13%
Education	47	464	12	8	33	3	-	-
Fine & Applied Arts	52	285	8	4	74	145	7	4
Humanities & Related	50	664	18	10	64	456	18	17
Social Sciences & Related	26	2,180	31	51	49	1,137	35	59
Agriculture & Bio. Sci.	52	336	10	5	90	179	10	2
Engineering & App. Sci.	1	295	-	9	-	8	-	1
Health Professions & Occ.	98	225	12	-	100	26	2	-
Mathematics & Phys.Sci.	25	339	5	8	19	63	1	5
Specialty not reported	-	-	-	-	-	-	-	-
Total	36%	5,005	100%	100%	62%	2,595	100%	100%

Graduate Students by Sex and Field

Field	Full-time, 1973/74				Part-time, 1973/74			
	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.	%F.	Total # stu- dents	%F/ Total F.	%M/ Total M.
Arts & Sci. General	-	-	-	-	-	-	-	-
Education	39	18	9	4	28	115	45	41
Fine & Applied Arts	-	-	-	-	-	-	-	-
Humanities & Related	50	38	24	6	52	50	37	12
Social Sciences & Related	21	192	51	48	12	77	14	33
Agriculture & Bio. Sci.	16	19	4	5	20	5	1	2
Engineering & App. Sci.	-	59	-	19	13	16	3	7
Health Professions & Occ.	-	-	-	-	-	-	-	-
Mathematics & Phys.Sci.	13	67	12	18	-	9	-	5
Specialty not reported	-	-	-	-	-	-	-	-
Total	20%	393	100%	100%	26%	272	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

YORKUndergraduate Students by Sex and Field

Field	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>
Arts & Sci. General	43%	3,147	32%	32%	36%	2,754	40%	30%
Education	55	226	3	2	-	-	-	-
Fine & Applied Arts	57	1,160	16	9	62	213	3	2
Humanities & Related	50	1,450	17	13	58	990	15	10
Social Sciences & Related	36	3,563	30	40	43	3,311	37	47
Agriculture & Bio. Sci.	26	77	-	1	-	6	-	-
Engineering & App. Sci.	-	-	-	-	-	-	-	-
Health Professions & Occ.	-	-	-	-	-	-	-	-
Mathematics & Phys.Sci.	29	214	1	3	15	425	2	9
Specialty not reported	32	109	1	1	-	142	2	1
Total	43%	9,946	100%	100%	48%	7,841	100%	100%

Graduate Students by Sex and Field

Field	<u>Full-time, 1973/74</u>				<u>Part-time, 1973/74</u>			
	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>	<u>%F.</u>	<u>Total # stu- dents</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>
Arts & Sci. General	-	-	-	-	-	-	-	-
Education	-	-	-	-	-	-	-	-
Fine & Applied Arts	-	-	-	-	-	-	-	-
Humanities & Related	37	152	24	13	41	90	24	6
Social Sciences & Related	23	723	71	75	13	870	74	88
Agriculture & Bio. Sci.	8	37	1	5	8	13	1	1
Engineering & App. Sci.	-	-	-	-	-	-	-	-
Health Professions & Occ.	-	-	-	-	-	-	-	-
Mathematics & Phys.Sci.	13	70	4	8	7	44	2	5
Specialty not reported	-	-	-	-	-	-	-	-
Total	24%	982	100%	100%	15%	1,017	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74.

APPENDIX E

FACULTY STATISTICS BY INSTITUTION

Table E-1Faculty by Rank and Sex 1974/75

<u>BROCK</u>					<u>CARLETON</u>			
<u>Rank</u>	<u>No.</u> <u>Males</u>	<u>%M in</u> <u>Rank</u>	<u>No.</u> <u>Females</u>	<u>%F in</u> <u>Rank</u>	<u>No.</u> <u>Males</u>	<u>%M in</u> <u>Rank</u>	<u>No.</u> <u>Females</u>	<u>%F in</u> <u>Rank</u>
Full Professor	42	100	0	0	150	95	9	5
Assoc. Professor	66	92	6	8	228	90	24	10
Ass't. Professor	66	85	12	15	153	85	27	15
Lecturer	12	100	0	0	15	71	6	29
Total	186	90%	21	10%	543	90%	63	10%
<u>GUELPH</u>					<u>LAKEHEAD</u>			
Full Professor	186	97	6	3	27	90	3	10
Assoc. Professor	231	93	18	7	66	96	3	4
Ass't. Professor	183	85	33	15	78	87	12	13
Lecturer	27	75	9	25	27	74	9	26
Total	630	91%	66	9%	201	88%	27	12%
<u>LAURENTIAN</u>					<u>McMASTER</u>			
Full Professor	21	100	0	0	252	98	6	2
Assoc. Professor	69	92	6	8	207	90	24	10
Ass't. Professor	141	87	21	13	204	86	33	14
Lecturer	48	76	15	24	36	66	18	33
Total	279	87%	42	13%	696	90%	81	10%
<u>OTTAWA</u>					<u>QUEEN'S</u>			
Full Professor	210	96	9	4	255	98	6	2
Assoc. Professor	240	92	21	8	255	96	12	4
Ass't. Professor	279	83	57	17	213	91	21	9
Lecturer	63	60	42	40	45	71	18	29
Total	792	86%	132	14%	768	93%	54	7%

Faculty by Rank and Sex 1974/75TORONTO

<u>Rank</u>	<u>No.</u> <u>Males</u>	<u>%M in</u> <u>Rank</u>	<u>No.</u> <u>Females</u>	<u>%F in</u> <u>Rank</u>
Full Professor	747	96	30	4
Assoc. Professor	774	87	114	13
Ass't. Professor	438	74	153	26
Lecturer	138	74	48	26
Total	2,100	86%	345	14%

TRENT

<u>No.</u> <u>Males</u>	<u>%M in</u> <u>Rank</u>	<u>No.</u> <u>Females</u>	<u>%F in</u> <u>Rank</u>
33	100	0	0
60	91	6	9
54	86	9	14
9	75	3	25
153	89%	18	11%

WATERLOO

Full Professor	216	100	0	0
Assoc. Professor	267	95	15	5
Ass't. Professor	195	88	27	12
Lecturer	33	79	9	21
Total	714	93%	51	7%

WESTERN

282	94	18	6
366	90	39	10
408	86	69	14
81	64	45	36
1,137	13%	171	87%

WILFRID LAURIER

Full Professor	27	100	0	0
Assoc. Professor	42	82	9	18
Ass't. Professor	60	91	6	9
Lecturer	24	80	6	20
Total	153	89%	18	11%

WINDSOR

159	96	6	4
156	90	18	10
114	83	24	17
6	40	9	60
438	87%	63	13%

YORK

Full Professor	216	96	12	4
Assoc. Professor	300	88	42	12
Ass't. Professor	207	76	66	24
Lecturer	78	74	27	26
Total	762	84%	147	16%

APPENDIX F

ONTARIO COLLEGE OF ART

(iv) ONTARIO COLLEGE OF ARTStudentsUndergraduates

The Ontario College of Art grants the A.O.C.A. Diploma (i.e., Associate of the Ontario College of Art) upon graduation from its four-year program.

Enrolment figures were obtained from the College for the academic year 1974/75, at which time women were 50% of the undergraduate population. The table below shows the percentage distribution of men and women by year of study.

<u>Year</u>	<u>% F/Total F</u>	<u>Year</u>	<u>% M/Total M</u>
I	33%	I	31%
II	41%	II	36%
III	16%	III	18%
IV	10%	IV	14%
Total	100%		100%

Graduates

The College of Art offers a fifth year of study to students holding the A.O.C.A. Diploma or its equivalent. It provides students with a year of intensive study in one of the fields of concentration offered in the college program. A statement certifying the nature and duration of the study is awarded at the end of the year.

In 1974/75, 41% of the graduate students were women.

Faculty

During the academic year 1974/75, women comprised 21% of the full-time faculty (total number of full-time faculty: 52) and 11% of the part-time faculty (total number of part-time faculty: 74).

The College also made available to this study a male and female breakdown of Chairpersons of departments and senior administrative positions for the year 1974/75. This is appended.

Chairpersons of Departments

<u>Department</u>	<u>Female</u>	<u>Male</u>
Chairman of Foundation Studies		1
Chairman of Fine Arts		1
Chairman of Experimental Arts		1
Chairman of Communication and Design		1
Chairman of Communication and Perception		1
Chairman of Design	1	
Chairman of Product and Systems Design		1
Chairman of Liberal Arts Studies	1	
Chairman of Technological Studies		1
Co-ordinator of General Studies Program		1
Director, Student Advisor Program	1	
Total	3	8

<u>Position</u>	<u>Senior Administration</u>	
President		1
Business Administrator		1
Registrar	1	
Director, Library and Audio-Visual Services		1
Supervisor, Audio-Visual Centre	1	
Financial Aid and Placement Officer	1	
Superintendent of Plant and Maintenance		1
Director, Health Services	1	
Curator of the Permanent Collection		1
Assistant Information Officer	1	
Office Manager	1	
Administrative Assistant to the President	1	
Total	7	5

APPENDIX G

RYERSON POLYTECHNICAL INSTITUTE

(v) RYERSON POLYTECHNICAL INSTITUTEStudentsFull-time Undergraduates

Ryerson offers degree programs, diploma programs, post-diploma programs, and certificate programs. This study obtained statistics referring only to those students enrolled in degree programs.

Full-Time Undergraduate Students by Sex and Field, 1973/74

<u>Field</u>	<u>%F</u>	<u>Total # Students</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>
Education	96 ¹	111	8	1
Fine & Applied Arts	74 ²	185	11	5
Humanities & Related	38	733	21	48
Social Sciences & Related	70	782	42	25
Agriculture & Bio. Sci.	100 ³	237	18	--
Engineering & App. Sci.	1	212	--	22
Total	58%	2,260	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations 1973/74

Notes:

¹The high female enrolment in Education may be attributed to the Early Childhood Education program.

²This field consists solely of Interior Design Students.

³All students are enrolled in Household Sciences & Related.

RYERSON POLYTECHNICAL INSTITUTE (continued)Part-Time Undergraduate Students by Sex and Field, 1973/74

<u>Field</u>	<u>%F</u>	<u>Total No. Students</u>	<u>%F/ Total F.</u>	<u>%M/ Total M.</u>
Fine & Applied Arts	100%	4	3%	--
Humanities & Related	30	33	8	6%
Social Sciences & Related	35	233	60	39
Agriculture & Bio. Sci.	100	39	29	--
Engineering & App. Sci.	--	212	--	55
Total	26%	521	100%	100%

Source: U.S.I.S. Statistics Canada Tabulations, 1973/74

Ryerson does not offer graduate programs.

General

Ryerson states in its Brief to the OCUA, 1975:

"There are no constraints or preferences exercised in student admissions or evaluations although there continues to be the historical pattern of male student applications for some fields of study and more female student applications for other fields of study."

This explains, in part, the very stereotypic enrolment patterns noted in the foregoing tables.

The institution, however, reports an increase in women enrolled in the traditionally male courses of Business Administration and Hotel Management and an increasing male interest in traditionally female studies, in particular, Nursing.

The Home Economics Department offers a very flexible program which allows women to come back to school on a part-time or full-time basis. This allows young women to update their qualifications in combination with career and/or family responsibilities. This department, in particular, does a good deal of informal and formal counselling of women

and is sensitive both to the problems women face in coming back into the job market and to those faced by the husbands and families of these women.

Faculty

In its OCUA Brief of 1975, Ryerson states: "Faculty appointments are made solely on the basis of qualifications. No salary differentials exist between male and female faculty (salary categories and levels are governed by the collective agreement). Again the proportions of faculty in various disciplines show historical patterns of male/female involvement."

Of the 58 academic administrative positions, 18 are filled by women.

Support Staff

The OCUA Brief of 1975 states, with regard to support staff:

"Staff employment is based on a position evaluation and compensation system that precludes any explicit discrimination although it probably has some implicit differentials. Promotion opportunities are equal although there is a majority of male incumbents in upper and middle staff positions."

Of the 42 administrative positions at Ryerson, 8 are filled by women.

Ryerson reports that the support staff are encouraged to take evening studies.

APPENDIX H

LIAISON PEOPLE

Liaison Persons

Amanda Tanner	Brock University
Jill Vickers	Carleton University
Norma Bowen	University of Guelph
Geraldine Service	Lakehead University
Leonce Boudreau	Laurentian University
E. P. Jansen	McMaster University
Marie Loyer	University of Ottawa
Ida Smith	Queen's University
Jill Conway	University of Toronto
Linda Hubbell	Trent University
Pat Rowe	University of Waterloo
W. Turner	The University of Western Ontario
Arlene Miller-Guinsberg	Wilfrid Laurier University
Evelyn McLean	University of Windsor
Johanna Stuckey	York University
Jennifer Brunzell	Ryerson Polytechnical Institute
Joyce Ziemans	Ontario College of Art

APPENDIX I

MEETINGS

Meetings1. Lakehead April 21, 1975

President Booth

- G. Service - Executive Assistant to President
- L. George - Personnel
- G. Walsh - Personnel Director
- J. Elliot - Student - Past President Student Council
- M. Page - Chairman, School of Nursing

2. Wilfrid Laurier April 29, 1975

Meeting was held with members of the Faculty Association Sub-Committee on Status of Women.

3. Carleton May 5, 1975

- J. Vickers - President, Carleton University Academic Staff Association
- J. Morgan - Assistant to President
- J. Landsberg - President, Carleton University Staff Association

4. Ottawa May 5, 1975

Rectors Committee on the Status of Women Faculty

5. Waterloo May 13, 1975

President's Advisory Committee on Equal Rights for Women and Men

- M. Eighler H. Bensusan
- E. Barnes D. Hudspeth
- D. D. Radcliffe

6. McMaster May 15, 1975

- J. Synge - Chairperson, Equal Rights Review & Co-ordinating Committee
- D. Jensen - Past Chairperson ERRCC.
- D. Lee - Vice-President, Academic

